Course Title: AP Literature and Composition

Course #: 1261-1262

Course Description: In this course, students prepare for the AP English Literature and Composition exam. At the same time, they experience the environment of a college class through individual study, class discussions and writing assignments that focus on analysis, literary appreciation, and critical thinking. Using college-level texts, students read a wide variety of literary pieces and literary criticism, with a major focus on global literature. This course also includes an intensive study of representative works of both British and American writers, as well as works written in several genres from the sixteenth century to contemporary times. Students write literary criticism essays based on critical readings of multiple sources and academic research of an author and work of their choice.

*Students are strongly encouraged to take the AP Exam in May.*

UC/CSU Approval: “b” approved

Grade Level: 12

Estimated Homework Per Week: 5 hours, depending on pacing of assignments and student’s reading/writing stamina

Prerequisite: Completion of English 3, English 3 Honors, AP English Language/Composition with a grade of B or higher

Recommended Prerequisite Skills:
- Careful reading and critical analysis of literature from different lenses
- Effective time management and organizational skills
- Proficiency in writing a multi-paragraph essay
- Commitment to the study of literature and ability to formulate mature and perceptive responses to assigned reading and discussion
- Ability to work both independently and cooperatively
- Open-mindedness to new authors, literature and projects.

Course Grade Categories:
- 20% - Tasks
- 20% - Assessments/Projects
- 60% - Analytic Writing
Major Assessments/Units/Topics:

UNIT 1: AP LITERATURE ORIENTATION:
INTRODUCTION/CLOSE READING/LITERARY ANALYSIS SKILLS
During this unit, we will focus on developing close reading skills to enhance your analysis of prose and poetry. These skills are crucial to your success both on the multiple choice portion of the AP exam and the free response essays. The AP Test: What is the AP English Literature Test like? What skills must be mastered; how can students build upon the skills amassed with the school’s core curriculum? MLA style: review of grammar, citation, documentation, works cited, and research skills/note-taking skills. Readings may include poetry, short fiction, and non-fiction.

MAJOR ASSESSMENTS:
Objective Skills Exam
Poetry Explication
AP Essays (Q 1/Q 2)

UNIT 2: DRAMATIC LITERATURE
What vocabulary is needed to discuss the writer’s elements of choice in drama? What are the demands of the drama form upon the writer, and the reader? What is the role of context, literary period, historical and cultural context in understanding a text? Possible Content: Classical Era, Post Romantic Victorian Era, Contemporary American Era* (instructor’s choice).

MAJOR ASSESSMENTS:
Literary Guide Write-Up
On Demand AP Essay (Q3)
Objective Unit Exam

UNIT 3: FICTION
What is the importance of historical, cultural, and authorial contexts to understanding the message and value of a work of fiction? What is the role of setting in reinforcing the theme of a novel? What motifs or symbols lend cohesion to a story? How does the author’s choice of narrative voice serve the thematic purpose of a novel? How do literary lenses influence critical interpretation of the text? Readings may include longer works such as Dracula (Stoker), Jane Eyre (Bronte), novellas such as A Chronicle of a Death Foretold (Garcia Marquez) and The Picture of Dorian Gray (Wilde), and supplementary short stories.

MAJOR ASSESSMENTS:
Research Presentations
Reading Comprehension Assessment
Research Process Essay: Literary Analysis

UNIT 4: POETRY
What vocabulary is needed to discuss the writer’s elements of choice in poem? What are the demands of the poet form upon the writer, and the reader? What is the role of context, literary
Students learn strategic approaches to reading for appreciation and analysis. Poetic elements such as meter, diction, imagery, metaphor, irony, syntax, and tone receive ample attention. Poets frequently represented include Donne, Shakespeare, Wordsworth, the Brownings, Dickinson, Auden, Plath, Whitman, Angelou, and others.*

MAJOR ASSESSMENTS:
Poetry Explication/AP Essay Q1
Literary Elements Assessment
Poetry Responses

UNIT 5: SEMINAR NOVEL
What is the importance of historical, cultural, and authorial contexts to understanding the message and value of a novel? What is the role of setting in reinforcing the theme of a novel? What motifs or symbols lend cohesion to a story? How does the author’s choice of narrative voice serve the thematic purpose of a novel? How are philosophical and religious ideas presented in literature? In the face of adversity, what causes some individuals to prevail while others fail? What is the meaning of life? What is the meaning of life and does that shape our beliefs regarding death? Are we governed/guided by fate, free will, a greater power, or do we fall somewhere on the spectrum between?

MAJOR ASSESSMENTS:
Prompt #3 style in-class essay* (Final Exam)
Annotated Outline
Seminar Novel Research Presentation (Oral, Keynote, Outline, MLA 8)

UNIT 6: SHAKESPEAREAN DRAMA: TRAGEDY AND COMEDY
Shakespeare has an enduring influence on language and classical and popular culture. How did the era in which Shakespeare lived influence and reflect his writing? How has Shakespeare’s work influenced our time? How are we indebted to Shakespeare (our indebtedness to Shakespeare's creativity with word and phrase); How did Shakespeare structure language to create meaning and effect? What is poetry? Whether looking at the ways different characters respond to crisis, the way ghosts (literal and figurative) haunt us, or the struggles between individual needs and societal expectations, students have a wealth of resources to consider. (Plays frequently studied: Hamlet, Othello, or King Lear; comedy TBD)

MAJOR ASSESSMENTS:
AP Essay (Q3) Argument Process Essay/on Demand
Hamlet Exam
UNIT 7. POETRY UNIT
What vocabulary is needed to discuss the writer’s elements of choice in poem? What are the demands of the poet form upon the writer, and the reader? What is the role of context, literary period, etc. in understanding a text? What cultural or societal commentary is the author posing through this work of literature? Why is this piece considered a work of literary merit? What impact has it had on subsequent literature and art? How does an author’s style and technique enhance the meaning and significance of a work of literature? How can one prepare for the poetry sections of the AP Exam?

MAJOR ASSESSMENTS:
Literary Analysis Essay/AP Q1
Poetic Literary Glossary Assessment

UNIT 8: ARCHETYPES AND THE HEROIC CYCLE
What are the responsibilities of the individual / society / superpowers in regard to the health of the environment? (local, regional, national or international context can be used) What are the consequences of being unconcerned with nature’s balance/harmony? If any, what are the boundaries of love and sacrifice, and where does one draw the line between them? What are the factors that move individuals / communities / nations to great sacrifice and what are the consequences? Readings may include Seamus Heaney’s translation of Beowulf and excerpts from Joseph Campbell’s The Hero with a Thousand Faces.

MAJOR ASSESSMENT:
Character Analysis
Heroic Journey (J. Campbell) Modern Interpretation
Objective Unit Exam
On Demand AP Essay (Q1/Q3)

UNIT 9: CHALLENGES OF THE MODERN NOVEL
What does a modern novel tell us about history and memory? How do different mediums of communication affect the telling and reception of a story? Identify and analyze themes in prose and provide evidence from the text to support understanding. Identify and analyze the structure, elements, and stylistic devices of contemporary fiction; What is reality and how is it constructed? What tools can the individual use to judge the difference, or draw a line between illusion and reality? What is hypocrisy and what can the individual / subculture / culture do about it? Selections may include Beloved (Morrison), The Remains of the Day (Ishiguro), Bel Canto (Patchett), Atonement (McEwan), or Obasan (Kogawa) (*TBD by instructor).

MAJOR ASSESSMENTS:
Literary Analysis Essay
Literary Criticism Two-Pager
UNIT 10: GREAT POETS – FINAL TEAM TEACHING PROJECT
Explorations in biographical, historical and cultural contexts; literary movements, and criticism; student pairs will choose a poet from the 18th to 21st C and research and study him/her in depth; after researching and analyzing, students will present the poet and a select poem to the class, focusing on analysis and explication.

MAJOR ASSESSMENT:
Oral Presentation (Keynote, Outline, MLA 8)
Full-sentence annotated outline.

ON-GOING STUDY:
- Reading Comprehension
- Vocabulary
- Writing Styles
- Literary Terminology/MLA format
- Preparation for the AP Exam
- Sentence structure and patterns
- AP Practice Exams and Bi-weekly/Writing Instruction
- Rhetorical devices used by the author
- Diction, Tone, Creating individual style
- Performance Tasks: • Timed essays based on past AP prompts • Essay questions as required of college-level writers • Reading / Responding / Analyzing fiction, drama, non-fiction, and poetry • Imaginative writing poetry, drama, and imitative structures • Literary analysis (expository and persuasive) • Personal essays • Interpretative essays • Graphic organizers and other reading strategies
Course Title: Creative Writing 1

Course #: 1249

Course Description: Creative Writing 1 is a semester elective course where students will explore the craft of creative writing, including nonfiction, short story, drama and poetry. Students will develop observation, analytical and writing skills, as well as their knowledge and ability to use common literary devices. The students will read literary works critically in order to aid them in their own writing process. Students will learn to use their imagination, senses, memories, the textbook readings and the world around them in order to become inspired. The focus will be on helping the students develop a unique, personal voice and style within their writing.

UC/CSU Approval: “g” approved

Grade Level: 10-12

Estimated Homework Per Week: 1-2 hours

Prerequisite: Completion of most recent English class with a C or better

Recommended Prerequisite Skills: Students should have a love of storytelling. While they may not have written a lot previously to taking the class, they should be able to identify what makes a good story and how to keep an audience entertained.

Course Grade Categories:

- Creative Writing Pieces - 70%
- Formative Assessments - 30% (includes homework, classwork, participation in class discussions, rough drafts of major assessments, etc.)

Major Assessments/Units/Topics:

Unit 1: Developing Craft and Technique - Students will learn about voice, tone, and style in terms of being a creative writer. They will read works by other authors and analyze voice, tone and style while also learning how to develop their own craft and technique. Students will practice their new skills with small creative writing pieces where they will focus on particular skills like point of view and description.

Major Assessments:

- Voice/Tone/Style creative piece (Microfiction/Flash Fiction, 1-5 pgs)
- Perspective/Imagery creative piece (Microfiction/Flash Fiction, 1-5 pgs)
Unit 2: Creative Non-fiction - Students will learn about the structure and development of literary non-fiction memoirs. Students will read and analyze a variety of memoir by other authors and analyze voice, tone, style and structure. Students will practice writing different types of non-fiction/memoir pieces: biographical sketch, memoir, and travel narrative.

Major Assessment:
- Biographical Sketch, Memoir, OR Travel Narrative (approx. 10+ pgs)

Unit 3: Short Story/Fiction - Students will learn about the structure and development of fictional short stories. Students will read and analyze a variety of short stories by other authors and analyze voice, tone, style and structure. Students will look at the differences between short stories and flash fiction. Students will practice writing flash fiction/microfiction and short stories.

Major Assessments:
- Flash Fiction/Microfiction (1-5 pgs)
- Short Story (approx. 10+ pgs)

Unit 4: Drama - Students will learn about the structure and development of one-act plays. Students will read and analyze a variety of dramatic pieces by other authors and analyze voice, tone, style and structure. Students will practice writing skits and one-act plays.

Major Assessments:
- One-Act Play - stage or screenplay format

Unit 5: Poetry - Students will learn about the structure and development of poetry. Students will read and analyze a variety of poetry from different poets and analyze voice, tone, style, form and structure. Students will practice writing poetry in a variety of forms and styles.

Major Assessments (NOTE - this will be due on the day of the final):
- Poetry Portfolio
Course Title: English 1

Course #: 1211-1212

Course Description: English 1 is a yearlong required course for college preparatory ninth grade students. Students read literary pieces from genres of literature including the novel, short stories, poetry, mythology, non-fiction, and drama in addition to studying literary techniques and terms. Students continue to build a foundation of basic vocabulary skills and grammar skills for effective oral and written communication as well as preparation for taking standardized tests (such as the PSAT, the ACT and the SAT). Students also focus on study skills with emphasis on active reading strategies and basic academic research skills. Students practice creative and expository writing, with an emphasis on the claim, data, and warrant elements in expository paragraphs. In the second semester, students use these writing skills to produce multi-paragraph, thesis-driven expository essays.

UC/CSU Approval: “b” approved as English 1

Grade Level: 9

Estimated Homework Per Week: 2-3 hours, depending on the type of assignments and student’s reading/writing stamina

Prerequisite: HSPT (Placement determined by the reading comprehension and English scores on the HSPT exam and recommendations.)

Recommended Prerequisite Skills:

Course Grade Categories:
- Academic/Analytical Writing - 25%
- Tasks: Homework and Classwork - 30%
- Assessments/Projects - 30%
- Final Exam - 15%

Major Assessments/Units/Topics:
Semester 1

Unit 1: Active Reading and Analytical Writing Orientation
An orientation to active reading skills and analytical writing. Students will practice active reading strategies, writing skills (Claim-Data-Warrant Style, Paragraph Format) and technology application.

Objectives:
- How do active reading skills aid in comprehending texts?
- How is the analytical paragraph similar and different from other paragraph writing (CDW style)?
- How is MLA formatting applied to a published assignment?

Major Assessments:
- Literature Analysis Paragraph (CDW style)

Unit 2: Short Stories
A close study of the short story genre, including but not limited to: Plot Structure, Literary Devices, and Theme. Students will practice active reading strategies, writing skills (Analytical Paragraph) and technology application.

Objectives:
- How do authors present universal themes/life lessons in their short stories? How are the same themes/ideas applicable to our own lives?
- How do short stories help us to understand other genres?
- How do the characters' positive and negative personality traits (eg. hubris, loyalty) prove useful to us in understanding human nature as a whole?

Major Assessments:
- Process Literature Analysis Paragraph(s) (CDW style)
- Unit Exam

Unit 3: Novel #1
A close study of the fictional novel genre, including but not limited to: Plot structure, literary devices, themes, historical context, and an author's tone and style. Students will practice active reading strategies, writing skills and technology application.

Objectives:
- How does an author use literary devices to develop characters, setting, plot/conflict?
- What is the purpose of certain literary devices (metaphor, symbol, imagery, irony, etc.)
- What effect does the author's style have on the readers?
- What concepts/themes are developed throughout the novel?
- What concepts/themes are universal and connect to previous units of study (Short Story)? What do we understand about human nature when we study universal themes?
- How is an author's worldview/viewpoint seen in the novel?

Major Assessments:
Semester 2

Unit 4: Non-Fiction Novel
Students independently select and read a nonfiction novel. Students are taught about the different forms of nonfiction and also learn how to tailor their active reading strategies to analyze nonfiction works.

Objectives:
- How do nonfiction pieces contribute to the understanding of other literary genres?
- How can we analyze nonfiction writing in order to gain information from it?

Major Assessment:
- Keynote Project

Unit 5: Poetry
Students read and analyze a plethora of poetic works, spanning odes, lyrical, and traditional forms. Students also have opportunities to write their own poetry, reinforcing their knowledge of poetic elements that they will gain in this unit.

Objectives:
- How does a poet use literary and poetic devices to develop a theme in a poem?
- How is the poet's world view/viewpoint seen in the poem?

Major Assessments:
- Expository/Synthesis Essay
- Unit Exam

Unit 6: Mythology/Odyssey
A study of prominent figures, morals, conflicts, and philosophies that exist in Greek Mythology. Students will discover the origin of mythological characters and discuss the role of the hero’s journey in literature.

Objectives:
- How does Greek/Roman mythology affect aspects of modern life (ie: beliefs, values, economics, politics, culture, society, etc.)?
● In what way does Greek/Roman mythology provide for a deeper understanding of human nature?
● What are the positive and negative qualities of a hero (eg. courage, loyalty, hubris)? How can the model of an epic hero apply to our own lives?

Major Assessments:
● Persuasive Essay
● Unit Exam (Reading and Writing Assessment)

Unit 7: Drama/Tragedy
A close study of the themes, symbols, and writing techniques inherent in Shakespearean plays as well as an analysis of the plot structure and motifs present in tragic drama.

Objectives:
● How does the structure of a drama differ from short stories, novels and poetry? How do these changes affect our understanding of the "story"?
● How does Shakespeare develop the characters, setting, plot/conflict when he can only use dialogue in a drama?
● What universal themes does Shakespeare illustrate in his play?

Major Assessments:
● iMovie Project

Spring Final:
● On-Demand/Timed Literature Analysis Writing
● Summative Multiple Choice/Matching/Sequencing Exam
Course Title: English 1B (English 1)

Course #: 1219-1220

Course Description: English 1B is a freshman-level English course that develops proficiency of the English language through reading comprehension and analysis, writing development, speaking fluency, and vocabulary and grammar usage. The course is intended for students who need encouragement in reading and English language development. The course is intended to strengthen English skills and better prepare students for college-level curriculum.

UC/CSU Approval: “b” approved as English 1

Grade Level: 9

Estimated Homework Per Week: 2-3 hours, depending on the type of assignment and student's reading/writing stamina

Prerequisite: HSPT (Placement determined by the reading comprehension and English scores on the HSPT exam and recommendations.)

Recommended Prerequisite Skills:

Course Grade Categories:
- Assessments/Projects - 30%
- Tasks: Homework/classwork - 30%
- Academic Writing/Papers - 25%
- Final Exam - 15%

Major Assessments/Units/Topics:

Semester 1
1. Developing as Readers and Writers
   a. Essential Questions: How do authors present universal themes/life lessons in their short stories? How does an author's use of literary devices aid in their telling of the story? How and to what extent does an author's life influence their work?
   b. Assessments: Literature Analysis Paragraph (Claim-Data-Warrant style), Descriptive Paragraph (Creative Writing)
2. Book Club Unit: Narrative
a. Essential Questions: How does an author develop characters, conflict, setting and plot in narrative? How do we craft a narrative scene using effective writing moves?
b. Assessments: Literature Analysis Paragraph (CDW style), Narrative Scene (Creative Writing)

3. Nonfiction
   a. Essential Questions:
      i. What is the purpose of nonfiction? How do authors convey purpose, position, and meaning in their work?
      ii. How can we inform and persuade others of our own positions on a topic?
b. Assessments: Informative and Persuasive Paragraph (Argumentative)

Semester 2

4. Novel Unit: Of Mice and Men
   a. Essential Questions: How does fiction help us better understand human nature? What effect does an author's style have on readers? How is an author's worldview seen in a novel?
b. Assessments: Three Paragraph CDW Essay (Intro & two body paragraphs - Analytical Writing), Character Study (Creative Writing)

5. Drama: Romeo and Juliet
   a. Essential Questions: What distinguishes drama from other genres? How does Shakespeare develop characters, setting, plot/conflict, and themes in a play?
b. Assessments: Literature Analysis Essay (CDW), Project (Creative Writing & Digital Literacy)

6. Research Project: Multigenre Unit
   a. Essential Questions: How can we explore a topic of curiosity? How do we communicate our beliefs, findings, feelings, and opinions about a topic across multiple genres?
b. Assessments: Research Project: Include three or four genres
Course Title: English 1 Honors

Course #: 1217-1218

Course Description: Students placed in this honors course must possess strong skills, desire, and interest in advanced reading and writing. Students will experience greater rigor, depth and intellectual challenge, in reading volume and comprehension, writing expectations (reflections, paragraph/essay prompts, discussions) and homework load. Students study different genres with a focus on literary devices and movements, genre format, and author's purpose. They study vocabulary and grammar to prepare for standardized tests and effective written and oral communication. They will learn to write in a variety of formats (analytical paragraphs, analytical essays, creative writing, on-demand prompts, journal writing, etc.). Students prepare for entry into English 2 Honors.

UC/CSU Approval: “b” approved
*Local honors weight only, not UC/CSU approved as an honors course

Grade Level: 9

Estimated Homework Per Week: 3 hours, depending on the type of assignments and student’s reading/writing stamina

Prerequisite: HSPT (Placement determined by the reading comprehension and English scores on the HSPT exam and recommendations.)

Recommended Prerequisite Skills:

Course Grade Categories:
- Assessments/Projects: 30%
- Tasks - Homework/Classwork: 20%
- Academic Writing/Papers: 30%
- Final Exam: 20%

Major Assessments/Units/Topics:
Semester 1
1. Short Stories:
a. Essential Questions: How do authors present universal themes/life lessons in their short stories? How does an author's use of literary devices aid in their telling of the story? How and to what extent does an author's life influence their work?
b. Assessments: Literature Analysis Paragraph (Claim-Data-Warrant style), Literary Devices Assessments, Unit Exam, Descriptive Paragraph (Creative Writing)

2. Classical Mythology:
   a. Essential Questions: In what way does Greek/Roman mythology provide for a deeper understanding of human nature? How does Greek/Roman mythology connect to aspects of modern life and literature?
   b. Assessments: Hero Cycle Assessment, Socratic Seminars, Unit Exam, Mythology Synthesis Essay

3. Novel:
   a. Essential Questions: How does an author use literary devices to develop characters, setting, plot/conflict, and themes in a novel? What effect does the author's style have on the readers? How is an author's worldview seen in a novel?
   b. Assessments: Dialectical Journals and Socratic Seminars

Semester 2

4. Dystopia Unit
   b. Assessments: Dystopia Analysis Sheets, Socratic Seminars, Dystopia Group Project, Dystopia Synthesis Argument Essay, Unit Exam

5. Research Unit: Non Fiction and/or Poetry:
   a. Essential Questions: How does an author use poetic devices to establish tone, mood, themes, and meaning in a poem? How does one poet demonstrate style and themes throughout a large body of work? How do nonfiction pieces contribute to the understanding of other literary genres? How can we analyze nonfiction writing in order to gain information from it? How do we conduct academic research? How do we synthesize multiple sources on a topic?
   b. Assessments: Poetry Analysis Sheet, Socratic Seminars, Unit Exam (including times/on-demand literature analysis paragraph in CDW style), Research Project

6. Drama: *Romeo and Juliet* & *Cyrano de Bergerac*
   a. Essential Questions: How do playwrights develop characters, setting, plot/conflict, and themes in a play? How do various film adaptations adapt the script of a play?
   b. Assessments: Dialectical Journals, Socratic Seminars, Literature Analysis Essay
Independent Reading (throughout)

a. Essential Questions: What are our different motivations and purposes for independent reading and how do we choose books based on this? How do we foster a greater appreciation for reading books?

b. Assessments: Book Review, Metacognitive Reflection and Conference
Cathedral Catholic High School
Course Catalog

Course Title: English 2

Course #: 1221-1222

Course Description: English 2 is a yearlong English course for college preparatory tenth grade students. This course emphasizes the skills relevant to the production of the expository (CDW) paragraph and introduces the student to the multi-paragraphed literary analysis essay. In addition, each student will learn research strategies as they complete the process of preparing and writing a thesis based research paper using MLA format. The class covers literature of various genres and cultural backgrounds with a focus on universal themes. Students will continue their study of grammar, vocabulary, and literary techniques and terms.

UC/CSU Approval: “b” approved

Grade Level: 10

Estimated Homework Per Week: 3 hours, depending on the assignments and the student’s reading/writing stamina

Prerequisite: Completion of English 1B, English 1, or English 1H

Recommended Prerequisite Skills:
- Student should be able to independently and actively (annotate) read assigned texts
- They should have an understanding of the CDW (expository) paragraph format
- They should have working knowledge of literary devices, characterization, conflict, and theme (we do review these concepts in the first semester).

Course Grade Categories:
- Analytical Writing: 30%
- Reading Skills (homework, classwork, reading quizzes and tests): 20%
- Writing Skills (grammar, drafts, peer editing): 15%
- Oral Communication and Projects: 20%
- Final Exam: 15%

Major Assessments/Units/Topics:
Unit 1: Influences on Identity

In this opening unit, students discuss how external and internal influences affect the development of theirs, and other’s, identities. We read name poems and write our own; we also
read nonfiction short stories about the effects of culture in people’s lives. Readings rotate through a selection of poems and short stories.

- Assessments:
  - Personal Name Poem
  - Process Expository Paragraph Assessment

Unit 2: The Coming-of-Age Story

Students continue their study of how identity is influenced by society, culture, and relationships while reading *Persepolis*, a graphic memoir by Marjane Satrapi, who tells the story of her childhood in pre- and post-revolution Iran. We will study how illustrative texts can still communicate themes and author’s purpose. Students will be able to draw major thematic and character comparisons between this text and the readings from Unit 1. Students will compose a full-length essay and an individual creative project.

- Assessments:
  - Group Research Project and Presentation on graphic novel elements
  - Multiple Panel/Passage Analyses
  - Process Essay Assessment
  - Graphic Memoir Project with Writing Component

Unit 3: The Personal Journey

With our reflections about identity and growing up in mind, we join Santiago on his quest to find his “Personal Legend” in Paulo Coelho’s novel *The Alchemist*. We will create a digital, interactive map of Santiago’s journey and continue our personal ponderings on who we are as individuals and what dreams we have for our futures. We will supplement our novel with readings from authors such as Gabriel Garcia Marquez, Aesop, Ralph Waldo Emerson, and Khalil Gibran.

- Assessments
  - Timed/On-Demand Assessment: Expository Writing
  - Digital Project

*Fall Semester Exam*

Unit 4: Argument and Persuasion

Students will get an introduction to rhetorical elements and the art of persuasion in this unit. We focus on questions such as: How can someone use language to persuade others? How can one analyze the effectiveness of persuasive techniques? and What is rhetoric? Students will study and present on propaganda techniques, learn about ethos/pathos/logos, and put their knowledge into practice by collaborating on an election project. This unit will prepare them for the argumentative research paper in the next unit.
Unit 5: Research Paper

Students will conduct research on an important issue and compile a portfolio that includes a central research question, an annotated bibliography, an outline, several rough drafts, and a final draft. This is a guided process with teachers providing lessons along the way about topics such as evaluating credible sources, composing annotated bibliographies, and writing research papers. Students will continue to develop their writing skills through drafting as well as self- and peer-editing. Students will also create a multimedia, TED Talk-style presentation on their topic that they will share with their peers.

- Assessments:
  - Annotated Bibliography
  - Final Outline
  - Final Paper
  - Oral Presentation

Unit 6: Medieval Literature and Dante’s Inferno

Students will read selections from Medieval Romance literature and Dante’s Inferno. We will discuss how setting contributes to the theme, tone, and/or mood of a story. We will also continue our study of, and analyze, allegories. After reading Dante’s work, students will create their own "Inferno" which they will present through an artistic project.

- Assessments:
  - Project with Writing Component

Unit 7: Macbeth by William Shakespeare

Students will read the tragic play Macbeth by William Shakespeare. Students will continue their inquiry of theme, characterization, and conflict while discussing important questions such as: How does ambition lead to tragedy? How can one’s conscience affect him/her physically? and To what extent can power (or the lack of power) affect individuals and/or relationships? There will be plenty of opportunities for students to test their acting abilities as we will read most of the play in class.

- Assessments:
  - Process Essay

Spring Semester Exam
Course Title: English 2 Honors

Course #: 1223-1224

Course Description: Sophomore honors students are challenged at advanced reading comprehension and writing levels in this rigorous, accelerated pace course. Students study world literature with a focus on literary movements, universal themes, and rhetorical devices. They continue their study of SAT vocabulary and transformational grammar to prepare for standardized tests and to support effective written and oral communication. Students produce MLA style, thesis-driven research papers, with special focus on the evaluation of academic sources, ethical and appropriate use of internet resources, and both the research process and final written product. Students are introduced to a variety of nonfiction pieces in order to emphasize rhetorical elements such as tone, purpose, and audience. Students prepare for entry in the AP Language and Composition course or English 3 Honors. Please be aware that the prerequisite for both classes is a “B” or better during both semesters of English 2H.

UC/CSU Approval: “b” approved

Grade Level: 10

Estimated Homework Per Week: 4-5 hours, depending on the assignments and the student’s reading/writing stamina

Prerequisite: Completion of English 1B, English 1, or English 1H with a grade of a B or higher

Recommended Prerequisite Skills: Students entering English 2H should be self-motivated, dedicated learners who can balance their time between reading assignments and class projects. Students should be able to utilize active reading strategies when approaching texts including the regular use of annotations. Students should exhibit advanced writing skills by demonstrating cohesion throughout their work, correct sentence structure, and the utilization of proper MLA and expository writing format.

Course Grade Categories:

- 30% Analytical Writing (final drafts of CDW paragraphs, CDW essays, final pieces of Research Paper process, On-Demand essays, Forum Posts)
- 25% Reading Skills (context portion of Passage Analyses, reading comprehension quizzes, unit exams, reading annotations, journals, reflections)
- 10% Writing Skills (vocabulary and grammar, drafting process, peer editing process)
• 15% Oral/Digital Communication and Digital Literacy (Socratic Seminars, projects, speeches/presentations)
• 20% Semester Final Exam (scantron, short answer, on-demand analysis writing)

Major Assessments/Units/Topics:

Semester 1

Unit 1: Orientation Unit/Short Story

This is a short unit intended for assessing students and giving them a preview as to the work required for English 2H. Students read Gabriel Garcia Marquez’s short story, “A Very Old Man With Enormous Wings” and take an in-class, timed essay. We focus on themes concerning magical realism and the humanity of the individual.

• Assessment: On-Demand Analytical Essay

Unit 2: Things Fall Apart by Chinua Achebe

Students read and analyze Chinua Achebe’s novel Things Fall Apart. Students complete group research on traditions and culture of the Igbo people and learn about the “single story narrative” and the negative effects of colonialism in Africa. As we read, we study Aristotle’s definition of tragedy and the tragic hero and apply it in our discussions and essays.

• Assessments:
  ○ Dialectical Journals
  ○ Socratic Seminar
  ○ Processed Argumentative Essay

Unit 3: Oedipus Rex by Sophocles

Students continue their study of the tragic genre and the tragic hero through our reading of the play Oedipus Rex by Sophocles. We focus on key questions such as: In what ways can the quest for knowledge be detrimental to personal happiness or be a positive force for growth? and How do heroes reflect the cultures that they represent? We also study literary devices (motifs, symbols, archetypes, etc.) and how they affect the meaning and message of a text.

• Assessments:
  ○ Passage Analysis Exam
  ○ Newspaper Project

Unit 4: Short Stories (Demonstrating what we have learned)

Students assemble in groups to pick, read, and teach a short story by an international author. The authors vary, but the texts focus on themes we have studied throughout the semester.
Students are expected to prove their understanding of the semester’s key themes, readings, and concepts through their lessons and text connections.

- Assessments:
  - Group Project/Presentation
  - Expository Paragraph

**Unit 5: Independent Reading Project (assigned at the beginning of first semester)**

Students read a self-selected novel by an international author. They are expected to apply reading comprehension and analysis skills established in class. Students create a project to present the book to their classmates.

- Assessments:
  - Critical Book Review
  - Creative Project and Statement of Intent

**Semester 1 Final Exam**

**Semester 2**

**Unit 6: Research Paper**

Students conduct research on a world issue and compile a portfolio that includes a central research question, an annotated bibliography, an outline, several rough drafts, and a final draft. This is a guided process with teachers providing lessons along the way about topics such as evaluating credible sources, composing annotated bibliographies, and writing research papers. Students will continue to develop their writing skills through drafting as well as self- and peer-editing. Students will also create a multimedia, TED Talk-style presentation on their topic that they will share with their peers.

- Assessments:
  - Annotated Bibliography
  - Final Outline
  - Final Paper
  - Oral Presentation

**Unit 7: A Doll’s House (during the research paper unit)**

Students read and analyze Henrik Ibsen’s play *A Doll’s House* and relate the play to current social issues. The unit explores issues related to gender roles, social status, and societal expectations.

- Assessment: On-Demand Argumentative Essay
Unit 8: Shakespeare Unit

Students explore a Shakespearean play chosen by the individual instructor of the course. Topics of conversation revolve around the evolution of theater, dramatic structure, and Shakespearean language. Depending on the text chosen, students will learn more about the development of humor or drama within Shakespearean texts. Other topics reviewed include the use and abuse of power, the role of appearance and perception of reality, the construction of gender identity, and societal expectations of romantic relationships.

Possible readings could include *Twelfth Night, Much Ado About Nothing, Othello.*

- Assessment: Passage Analysis Exam

Unit 9: *The Metamorphosis*

Students read and analyze Franz Kafka’s *The Metamorphosis.* In this unit, students explore stream of consciousness writing and analyze the use of symbolism within a text. Students are encouraged to look at the text in an abstract way to understand how authors create allegories in their writing to represent the current state of society.

- Assessments:
  - Socratic Seminar
  - Processed Analytical Essay

Unit 10: *The Stranger*

This unit focuses on Albert Camus’ *The Stranger* and adds depth to many of the conversations that took place in the previous *Metamorphosis* unit. This unit also explores the influence of the existentialist literary movement in the twentieth century. Students explore the cause and effect relationship between actions and consequences in relation to societal norms.

- Assessment: On-Demand Argumentative Essay

Semester 2 Final Exam
Cathedral Catholic High School
Course Catalog

Course Title: English 3

Course #: 1231-1232

Course Description: In this American Literature course, students will explore the writings of our diverse American population. We will consider the nuances of writing throughout the different eras in American history, focusing on the attitudes that shaped the writing of the time. Essential skills include reading comprehension and analysis of these works in discussion, essays, and projects. Students will also investigate rhetoric and literary criticism. Consider this class as an introduction to college-level thinking, reading, writing, and rhetoric.

UC/CSU Approval: “b” approved

Grade Level: 11

Estimated Homework Per Week: 3-4 hours, depending on the type of assignments and student’s reading/writing stamina

Prerequisite: Completion of English 2 or English 2H

Recommended Prerequisite Skills:
- essay writing
- novel reading readiness
- writing appeals

Course Grade Categories:
- Writing (CDW Paragraphs, Essays, Dialectical Journals): 40%
- Participation, Oral Communication and Digital Literacy (Socratic Seminars, projects, presentations; discussion board posts, Flipgrid responses): 15%
- Classwork/Homework: 25%
- Final Exam: 20%

Major Assessments/Units/Topics:
Literature Objectives:
- The students will become familiar with basic themes, which appear throughout American Literature.
- The students will be able to identify and analyze specific movements and themes in American Literary History.
The students will recognize and be able to analyze characteristics of American regional literature.

The students will be able to analyze American cultural characteristics as presented in literature.

The students will become familiar with a wide variety of American authors.

The student will learn to analyze aspects of the words read in order to understand the qualities of great literature.

The student will further develop the ability to analyze a work of fiction critically, in terms of plot, structure, theme, style, and literary devices employed.

The students will be able to conduct independent research of a selected author, his/her work and influences related to literature.

The students will be able to present the results of his/her independent research in both written, oral, and technological expression.

The students will be able to analyze a work of non-fiction in terms of the rhetorical style used.

Writing Objectives:

- The students will further polish his/her basic writing skills.
- The students will continue to develop techniques of essay writing
- The students will develop an ability to analyze literary criticism.
- The students will learn to plan, write, and document an extended essay of literary criticism (The Critical Paper).
- The students will continue to learn how to avoid plagiarism in all areas of academic writing and work.

Unit 1: Introduction to American Literature

Essential Questions:
1. What makes you American?
2. What is your own American history?
3. What is the importance of reading American Literature

Possible Texts: “Remarks by the President at the 50th Anniversary of the Selma to Montgomery Marches,” Barack Obama; supplemental pieces.

Major Assessment: American Identity Diagnostic Essay - Students will analyze the rhetorical strategies in speeches/presentations that explore our American identity. Students will identify effective evidence and use it to support well-organized claims.

Unit 1.5

Essential Questions:
1. What is an “American?”
2. How is an American identity created?
3. Why have people come to America, and why do they continue to come?
Possible Texts: *Kindred*, Octavia Butler; Excerpts from *The Narrative of the Life of Frederick Douglass*; Poems from Langston Hughes; “The Latin Deli,” “Immigrants,” “Two Kinds,” “Two Ways to Belong in America.”

Major Assessments:
Coming to America Unit Synthesis Essay
- Students will compare and contrast experiences in America as expressed in short stories and poems and use the sources to support their argument. Students will synthesize multiple viewpoints on a theme and assert their own conclusions.

Literary Analysis Process Essay
- Students will select a theme from the novel for focus and extension with data support. Students will practice the writing process: invention, drafting, review and revision, and publishing.

Unit 2: *Song of Myself*: Identity, Conformity, and Society
Essential Questions:
1. What is the role of the individual in society?
2. What is “good” for the community, and what does this mean for individuals?
3. Why do people conform, and why do others choose not to conform?
4. What happens to individuals as a result of these choices?
5. Do words have the power to change the world?


Major Assessments: On-Demand Writing
- Students will analyze and identify key passages that reflect characterization. Students will create a well-organized outline with tightly supported claims. Students will write the draft in a timed writing scenario, practicing writing on demand. Students will assert clear and argumentative thesis statements, link ideas with appropriate transitions, and analyze their chosen data to draw clear connections to their claims.

Unit 3: American Dreams and Nightmares
Essential Questions:
1. What is the “American Dream”
2. To what extent is it achievable by all?
3. What values does it reflect?
4. Is America a classless society?
5. Can we repeat the past?

Possible Texts: *The Great Gatsby*, F. Scott Fitzgerald; various articles, music, and supplemental texts

Major Assessment: Literary Analysis Essay
● Students will identify and analyze a unifying symbol in the text.

Unit 4: In Search of America/The American Highway
Essential Questions:
1. Is the journey as important as the destination?
2. How do we relate to our friends, families, communities, and society?
3. To what extent is each relationship important?
4. How do our personal journeys shape who we become?
5. What is our responsibility to our society and nature?
6. How does our faith tie into this?

Possible Texts: Under the Feet of Jesus by Helena Maria Viramontes; supplemental texts; news media

Major Assessment: Personal Narrative Essay
● Students will write a reflective, personal narrative that has a unifying theme. Students will show character and setting with vivid imagery and language.
Course Title: English 3 Honors

Course #: 1233-1234

Course Description: This course explores some of the traditions, innovations, and complexities in writing in the Americas. We will explore the nuances of writing throughout the different eras in American history, focusing on the attitudes that shaped the writing of the time. Emphasis is given to reading comprehension and analysis of these works in discussion, essays, projects, and your critical paper. You will also be introduced to rhetoric and literary criticism this year. Consider this class as an introduction to college-level thinking, reading, writing, and rhetoric.

UC/CSU Approval: “b” approved

Grade Level: 11

Estimated Homework Per Week: 3-4 hours, depending on the type of assignments and student’s reading/writing stamina

Prerequisite: Completion of English 2 or 2 Honors with a grade of B or higher

Recommended Prerequisite Skills: Students entering English 3H are self-motivated, dedicated learners who have a willingness to read challenging texts, to think critically, and to participate as active members of the classroom environment. Students must utilize active reading strategies when approaching texts including the regular use of annotations. Students can exhibit advanced writing skills by demonstrating organization, varied sentence structure, and proper MLA and CDW format.

Course Grade Categories:

- 40% Writing (CDW paragraphs, essays, dialectical journals)
- 15% Participation, oral communication and digital literacy (socratic seminars, projects, presentations; discussion board posts, Flipgrid responses)
- 25% Classwork/Homework
- 20% Final exam

Major Assessments/Units/Topics:
Semester 1

1. Introduction Unit
   a. Personal introductions
b. Essential Questions: What makes you American? What is your own American history? What is the importance of reading American Literature


d. Written Assessment On-Demand Literary Analysis

2. Unit 1: The American Identity
   a. Essential Questions: What is an “American?” How is an American identity created? Why have people come to America, and why do they continue to come?
   b. Possible Texts: *There There*, Tommy Orange; *The Book of Unknown Americans*, Cristina Henriquez; Excerpt from *The Joy Luck Club*, Amy Tan; Excerpt from *The Gangster We’re All Looking For*, Le Thi Diem Thuy; Excerpts from *The Narrative of the Life of Frederick Douglass*; *Kindred*, Octavia Butler; Poems from Langston Hughes, Claude McKay, Francisco X. Alarcon, and Richard Blanco; The Declaration of Independence
   c. WRITTEN ASSESSMENT: Argument Essay on American Identity

3. Unit 2: Song of Myself: Identity, Conformity, and Society
   a. Essential Questions: What is the role of the individual in society? What is “good” for the community, and what does this mean for individuals? Why do people conform, and why do others choose not to conform? What happens to individuals as a result of these choices? Do words have the power to change the world?
   c. WRITTEN ASSESSMENT: Literary Analysis and Dialectical Journals

Semester 2:

1. Unit 3: American Dreams and Nightmares
   a. Essential Questions: What is “the American Dream?” To what extent is it achievable by all? What values does it reflect? Is America a classless society? Can we repeat the past?
   c. WRITTEN ASSESSMENT: Literary Critique Essay

2. Unit 4: In Search of America
   a. Essential Questions: Is the journey as important as the destination? How do we relate to our friends, families, communities, and society? To what extent is each
relationship important? How do our personal journeys shape who we become? What is our responsibility to our society and nature? How does our faith tie into this?
b. Possible Texts: Selected Book Club novel (list will be provided); Examples: *Wild, Tortilla Curtain, Into the Wild, The Grapes of Wrath, Rain of Gold, On the Road, As I Lay Dying, The Sun Also Rises, The Devil’s Highway, Their Eyes Were Watching God, March, A Good Man is Hard to Find and Other Short Stories; Poems by Mary Oliver,
c. WRITTEN ASSESSMENTS: Literary Analysis Essay
d. PROJECTS: Personal Narrative Essay and Digital Storytelling Podcast
Course Title: English 4 - Fairytales/Fantasy Literature

Course #: 1261-1262

Course Description: The focus of the first semester of English 4 is the writing process as well as conventions of grammar and style appropriate to college-level expository writing.

Fairytales/Fantasy: Today, fairytales are part of our common culture; they are told or read to us as children, adapted for adult and young adult fiction, featured in advertisements, and portrayed in film and on television. The word "fairytale" suggests something pleasant for children, but our culture's obsession with stories of dragons and elves, witches and wizardry suggest these stories are born of a more profound impulse of human nature. In this course, we will explore key motifs and archetypes in fairy tales and selected fantasy literature. The concepts of the course will be applied to a reading list that will include core readings and opportunities for student choice.

UC/CSU Approval: “b” approved

Grade Level: 12

Estimated Homework Per Week: 3-4 hours, depending on the type of assignments and student’s reading/writing stamina

Prerequisite: Completion of English 3, 3H, or AP English Language and Composition

Recommended Prerequisite Skills:
- Reading fluency
- Competency in writing 5 paragraph essays
- Basic grammar skills
- Time management and organizational skills

Course Grade Categories:

Fall:
- Formal Writing (50%)
- Reading, Informal Writing, Quizzes (30%)
- Final Exam (20%)

Spring:
- Classwork/Homework/Tests/Quizzes (20%)
Formal Writing and Projects (60%)
Informal Writing (20%)

Major Assessments/Units/Topics:
Fall: Students will complete the following major assessments during the fall semester: Memoir Essay, Definition Essay, Compare and Contrast Essay, Argument Research Essay, and Multi-media Presentation.

Spring: Students will complete the following major assessments during the spring semester: Process Essay, Literary Explication, On-demand Essay, Creative Writing Project, and Multi-Media Presentation.

Fall Semester: Expository Writing

Unit 1: Description and Narration - Reading and Writing the Personal Memoir: Students will work on the necessary writing skills to incorporate descriptive writing in a personal narrative.
- Major Assessment: The College Essay/Narrative Essay

Unit 2: Comparison and Contrast - Negotiating News Sources: Students will look at how to evaluate and compare/contrast different viewpoints on topics in the news.
- Major Assessment: On-Demand Comparison and Contrast Essay
- Reading Selections may include: “Have Smartphones Destroyed a Generation?,” “When In Person Conversation Is Better Than Texting,” “Have Smartphones Destroyed a Generation?” Responses to this Article, articles on 4 year vs. CC vs. Trade School

Unit 3: Definition Essay: Students will learn how to craft a definition essay, where they define an abstract word.
- Major Assessment: Definition Process Essay
- Reading Selections may include: “Repeal the Second Amendment,” “Guys vs Men,” “I Want a Wife,” "Why Be Happy?,” "A Better Kind of Happiness,” "If You Are What You Eat,” “Rita Hayworth and the Shawshank Redemption”

Unit 4: Argument - Social Justice: Students will learn how to craft an argument, research paper.
- Major Assessment: Process Research Argument Essay
Semester Final Exam: Multi-Media Presentation on Research Essay

Spring Semester – Fairy Tales and Fantasy

Unit 1: The Grimms' Tales: They're not for Children - Students will read and analyze traditional fairy tales and literary criticism on the fairy tales.
  - Major Assessment: On-Demand Comparison Essay
  - Reading Selections: Selected Fairy Tales, Select poems, The Uses of Enchantment, A Little Book on the Human Shadow

Unit 2: Children's Fantasy: Flights of Fancy - Students will read and analyze children’s fantasy literature.
  - Major Assessment: On-Demand Literary Explication
  - Reading Selections: Excerpts from Selected texts such as Alice's Adventures In Wonderland, Peter and Wendy, Dandelion Wine, and the Harry Potter Series, Select Poems

Unit 3: Adult Fantasy: The Romantic (and not so Romantic) Tale - Students will read and analyze fantasy novels.
  - Major Assessment: Research Essay and Digital Map
  - Reading Selections: Selected readings from The Lord of the Rings, The Hobbit, The Princess Bride, and Do Androids Dream of Electric Sheep?; (video) The Fellowship of the Ring

Unit 4: Re-telling the Tales: The Modern Twist - Students will read and analyze modern twists on the fantasy, fairy tale genre.
  - Major Assessment: Creative Writing Multimedia Project and Presentation
  - Reading Selections: Selected readings from Beyond the Woods: Fairy Tales Retold, The Bloody Chamber, Fairy Tales for the Disillusioned, along with various Disney versions, episodes from TV, Into the Woods, and Ella Enchanted
**Course Title:** English 4 - Post 9/11 Contemporary Literature

**Course #:** 1266-1267

**Course Description:** First semester of English 4: the writing process as well as conventions of grammar and style appropriate to college-level expository writing.

Second semester: Post 9/11 Contemporary Literature: Since the tragedy of 9/11, our world views have changed and impacted modern literature in both theme and delivery. Post 9/11 contemporary literature helps to shine a light on the current issues in our world while also exploring the diverse array of what we call “literature” today.

**UC/CSU Approval:** “b” approved

**Grade Level:** 12

**Estimated Homework Per Week:** 3-4 hours, depending on the type of assignments and student’s reading/writing stamina

**Prerequisite:** Completion of English 3, 3H, or AP English Language and Composition

**Recommended Prerequisite Skills:**
- Reading fluency
- Competency in writing 5 paragraph essays
- Basic grammar skills
- Time management and organizational skills

**Course Grade Categories:**

**Fall:**
- Formal Writing (50%)
- Reading, Informal Writing, Quizzes (30%)
- Final Exam (20%)

**Spring:**
- Classwork/Homework/Tests/Quizzes (20%)
- Formal Writing and Projects (60%)
- Informal Writing (20%)

**Major Assessments/Units/Topics:**

Fall: Students will complete the following major assessments during the fall semester: Narrative/Memoir Essay, Definition Essay, Compare and Contrast Essay, Argument Research Essay, and a Multimedia Presentation.

Spring: Students will complete the following major assessments during the spring semester: Process Research Essay, Literary Analysis Essay, On-demand Essay, a Creative Writing Project, and a Multimedia Presentation.

**SEMESTER ONE (18 Weeks): Expository Writing**

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<th>Weeks</th>
<th>Unit Focus</th>
<th>Assessments</th>
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| Weeks 1-7 | Description and Narration | ● Major Assessment:  
  ○ The Personal Narrative- Processed: Final Draft Week 7  
  ● Minor Assessments:  
  ○ “This I Believe” Essay, Peer Revisions & Essay Drafts  
  ○ Various Writing Tasks & Notebook Checks |
| Weeks 8-10 | Compare & Contrast | ● Major Assessment: Our World Comparison In-Class Essay Week 11  
  ● Minor Assessments: Comparative Practice, Peer Revision, Essay Drafts |
| Weeks 11-13 | Definition      | ● Major Assessment: Processed Definition Essay: Final Draft Week 14  
  ● Minor Assessments: My Life |
| Weeks 14-17 | Argument        | ● Major Assessment: Argument Processed Essay Week 17  
  ● Minor Assessments: Class Debates, Argument Write-ups |
| Week 18     | Final Project   | ● Final Submission due on Day of Final |

**SEMESTER TWO (20 Weeks)**

**Post 9-11 Contemporary Literature**

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| Weeks 2-5 | Contemporary Issues Research Project | ● Major Assessment: Processed Group Essay & Multimedia Project Week 4  
  ● Minor Assessments: Research Skills Quiz; Podcast Responses |
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<th>Weeks</th>
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<td>● Minor Assessments: Reading Responses, Socratic Seminars</td>
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<td>Lyrical Analysis</td>
<td>● Major Assessment: Creative Project- Response to Literature Week 12</td>
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<td>● Minor Assessments: Lyric Analysis; Written Reflections</td>
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<td>13-19</td>
<td>Long Fiction</td>
<td>● Major Assessment: On-Demand Literary Analysis Essay Week 17</td>
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<td>● Minor Assessments: Flipgrid Responses; Reading Quizzes; Reading Responses</td>
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<td>Final Project</td>
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Course Title: English 4 - Short Stories

Course #: 1268-1269

Course Description: The focus of the first semester of English 4 is the writing process as well as conventions of grammar and style appropriate to college-level expository writing.

During the second semester, students integrate critical thinking, reading, and writing within the framework of selected works of major writers in short stories. Students will read and view short narratives, including short stories, flash fiction/microfiction, one-act plays, poems, cartoons, commercials, short films, etc. The course discusses the elements that make up short narratives and will teach multiple strategies for finding meaning in literature and visual storytelling. In addition, students will explore human nature, philosophical thought, and social commentary.

UC/CSU Approval: “b” approved

Grade Level: 12

Estimated Homework Per Week: 3-4 hours, depending on the type of assignments and student’s reading/writing stamina

Prerequisite: Completion of English 3, 3 Honors, or AP English Language/Composition

Recommended Prerequisite Skills:
- Reading fluency
- Competency in writing 5 paragraph essays
- Basic grammar skills
- Time management and organizational skills

Course Grade Categories:

Fall:
- Formal Writing (50%)
- Reading, Informal Writing, Quizzes (30%)
- Final Exam (20%)

Spring:
- Classwork/Homework/Tests/Quizzes (20%)
- Formal Writing and Projects (60%)
- Informal Writing (20%)
Major Assessments/Units/Topics:
Fall: Students will complete the following major assessments during the fall semester: Memoir Essay, Definition Essay, Compare and Contrast Essay, Argument Research Essay, and Multi-media Presentation.

Spring: Students will complete the following major assessments during the spring semester: Process Essay, Literary Explication, On-demand Essay, Creative Writing Project, and Multi-Media Presentation.

Fall Semester: Expository Writing

Unit 1: Description and Narration - Reading and Writing the Personal Memoir: Students will work on the necessary writing skills to incorporate descriptive writing in a personal narrative.
  ● Major Assessment: The College Essay

Unit 2: Comparison and Contrast - Negotiating News Sources: Students will look at how to evaluate and compare/contrast different viewpoints on topics in the news.
  ● Major Assessment: In-Class Essay
  ● Reading Selections may include: Up to date news articles on a variety of topics pulled from mainstream and alternative media sources (CNN, Fox, MSNBC, Huffington Post, Breitbart, etc)

Unit 3: Definition Essay: Students will learn how to craft a definition essay, where they define an abstract word.
  ● Major Assessment: Definition Process Essay
  ● Reading Selections may include: “US Prison System is a Costly and Harmful Failure: Report”; “Slavery in the US Prison System”; “America’s Prison System in Inhumane”; “Halden Prison”

Unit 4: Argument - Social Justice: Students will learn how to craft an argument, research paper.
  ● Major Assessment: Process Research Essay
  ● Reading Selections may include: “Old and on the Street: The Graying of America’s Homeless” by Adam Nagourney; “America, we have a problem: Homelessness is out of control” by Lucas Jackson; Plus, 5 self-selected articles on a social justice topic of choice

Semester Final Exam: Multi-Media Presentation on Argument Research Essay
Spring Semester – Short Stories

Unit 1: Identity: Students will read/view and analyze short narratives focused on the themes of identity
  ● Major Assessment: In-Class Essay

Unit 2: Science-Fiction: Students will read/view and analyze science fiction short narratives.
  ● Major Assessment: Creative Writing Assignment
  ● Reading Selections may include: Vonnegut, “Harrison Bergeron”; Assimov, “Rain, Rain, Go Away”; Spark, “The Seraph and the Zambesi”; Bradbury, “A Sound of Thunder” (other selections TBD)

Unit 3: Fantasy and Magical Realism: Students will read/view and analyze fantasy and magical realism short narratives.
  ● Major Assessment: Process Literature Analysis Essay
  ● Reading Selections may include: LeGuin, “The Wife’s Story”; LeGuin, “The One’s Who Walk Away From Omelas” (other selections TBD)

Unit 4: Psychological Mysteries and Gothic/Horror: Students will read and analyze psychological mystery short stories.
  ● Major Assessment: Multimedia Group/Partner Research Project and Presentation
Course Title: English 4 Honors

Course #: 1287-1288

Course Description: In British Literature Honors, we will study the different periods and styles that influenced British literature from the early modern period onward. We will closely study and analyze poetry, drama, novels, and essays to better understand how and why literature evolved in Britain and the Anglophone world over these centuries. With particular emphasis on 19th and 20th centuries, we will focus on why literature reflects a specific social and cultural moment and how authors adapted to and challenged ideas in their contemporary moment. We will focus on the role of the individual and how that changes through major historical periods and their corresponding philosophical movements including the Enlightenment, 19th century industrialization, 20th century modernization, and post-World War II/post-modernism. In addition to reading literature, students will be expected to write in-depth analytic essays on different texts and topics and work on in-class projects and activities throughout the year.

UC/CSU Approval: “b” approved

Grade Level: 12

Estimated Homework Per Week: 4 hours, depending on pacing of assignments and student’s reading/writing stamina

Prerequisite: Completion of English 3, English 3 Honors, AP English Language/Composition with a grade of B or higher

Recommended Prerequisite Skills:
- Effective time management and organizational skills
- Proficiency in writing a multi-paragraph essay
- Commitment to the study of literature and ability to formulate mature and perceptive responses to assigned reading and discussion
- Ability to work both independently and cooperatively
- Open-mindedness to new authors, literature and projects

Course Grade Categories:
- 20% - Tasks
- 20% - Assessments/Projects
Major Assessments/Units/Topics:

Unit One: Introduction to Aesthetics and Literary Study

Students will consider how literature can be used as an entry point to understand social issues and philosophy; we will consider the relationship between an author and a reader, aesthetics, and the goal of literature as an artistic endeavor. We will discuss the importance of aesthetics for social critique and discuss the broader issue of artistic generation and how a contemporary text uses important literary devices such as the Gothic to critique contemporary social issues. Students will delve into how British literature is still relevant for contemporary society. In addition, students will be introduced to texts' ability to offer important philosophical and historical ideas and learn to close read texts in more sophisticated ways that go beyond plot summary or character analysis.

Texts May Include: Oscar Wilde, *The Picture of Dorian Gray*; Helen Oyememi, *White is For Witching*; selections from Kant's *The Critique of Judgement*

Key Assessments:
- On Demand Literary Essay
- Debate on Aestheticism and the role of artist/viewer

Unit Two: The Early Modern Period

This unit covers the period from approximately 1500-1650. Students will consider the changing socio-economic conditions in England at the time, the role of religion and the state, and the effects of the Renaissance in England. We will examine shifting notions of church versus state, divine right, and the beginnings of individualism and Protestantism. We will examine the influence of ancient Greek and Roman classics on early modern poetry.


Key Assessment:
- Analytic Essay on *Hamlet*
- Poetry Explication

Unit Three: The Long 18th Century

This unit covers the period from approximately 1660 when King Charles II was restored to the throne through to the French Revolution. Students will consider the changing socio-economic conditions in England at the time, with the population’s increasing
prosperity and widening literacy. The rise of Empiricism will be considered, along with the increased importance on the individual. Finally, the rise of the novel will be considered. We will also discuss the role of the personal essay and how elements from the 18th century are used in contemporary writing. We will compare the principles of the personal essay to a sample of a contemporary essay.

Texts May Include: Excerpts from Gulliver's Travels, A Modest Proposal; selected poetry from Alexander Pope, John Milton, and Margaret Cavandish; selections from Aphra Behn and Samuel Johnson

Key Assessment:
• Personal Essay
• Oral Presentation

Unit Four: The Romantics

Students will examine the influence of historical events, including the French Revolution, the Reign of Terror, and the Industrial Revolution, on the rise of Romanticism. Students will examine Romanticism's reaction to the Enlightenment and the political philosophy of the period. An in-depth analysis on poetry will be included, as well as the lasting influence of the Romantics on subsequent literary periods. Gothicism will be included in this unit with the short story, "The Old Nurse's Story." We will also consider how the sublime relates to the Gothic and the influence of the Gothic on contemporary literature and film

Texts May Include: The poetry of Blake, Coleridge, Wordsworth, Keats, and Shelley; essays from Coleridge; Elizabeth Gaskell's "The Old Nurse's Story"

Key Assessments:
• Romanticism Essay
• Poetry Workshop

Unit Five: Social Realism, Victorian Liberalism, and the 19th Century

This unit will cover the rise of the middle class and the politics of the 19th century, particularly Victorian Liberalism. It will consider Britain's rise to world dominance, Victorian propriety, and the increasing impact of industrialization. The popularity of serialization will be examined, with particular consideration to Dickens, and the relationship between social realism and Victorian Liberalism. We will read selections from Darwin to better understand the increased importance of science and technology and its impact on culture.

Texts May Include: Jane Eyre; A Tale of Two Cities; poetry from Tennyson, Elizabeth Barrett Browning, and Robert Browning; selections from Charles Darwin
Key Assessments:
- Oral Presentations on Historical Significance in selected pieces (ie: Jane Eyre)
- Process Essay on selected novel (TBD).

**Unit Six: Modernism**

Students will analyze the lasting change WWI had on British literature and culture, including a thorough examination of the loss of many British citizens’ faith in institution, cultural, and political foundations that had provided stability in Victorian society. The decolonization of the British Empire will be examined with Heart of Darkness. Students will also study the continued effects of industrialization, urbanization, and individual alienation on literary and artistic generation. We will also compare various literary works to paintings of the period to better understand the formal innovations in art and literature from 1900-1950.

Texts May Include: Heart of Darkness; the poetry of Yeats, Auden, Pound, and Eliot; selections from Virginia Woolf's A Room of My Own and James Joyce's Dubliners; Katherine Mansfield selected short stories

Key Assessments:
- Modernist Art Project
- Comparison Essay

**Unit Seven: Postmodern, Postcolonial, and Contemporary Literature**

In this unit, students will be exposed to the rapidly changing world of contemporary British literature. Beginning with Tom Stoppard's Rosencrantz and Guildenstern are Dead, students will consider the effects of WWII and the Cold War on individuals understanding of the world. We will examine postmodernism, futility, and the general angst of the post-war years. We will also examine the decolonization of the British Empire and the incorporation of postcolonial writers into British literature through Caribbean and Irish writers. We will examine the contemporary stories of Zadie Smith to understand how globalization has changed British identity and social structures. We will also return to concepts from the early modern period and examine how they continue to influence contemporary literature.

Texts May Include: Tom Stoppard, Rosencrantz and Guildenstern are Dead; Jamaica Kincaid, Annie John; the poetry of Derek Walcott, Seamus Heaney, and Carol Ann Duffy; short stories by Zadie Smith

Key Assessments:
- Synthesis Essay
- Media Presentation
Course Title: Film and Literature

Course #: 1209

Course Description: A semester-long comparative study of films and the literary sources upon which they are based. Special attention is given to the practical and theoretical problems of adapting literature to film. The course explores character development, plot, narrative, symbols, and language and their translations from literary texts to film, while also considering the limitations of film adaptation. Students read, analyze, and respond critically to texts in class discussions, examinations, and essays.

UC/CSU Approval: UC Approval pending

Grade Level: 10-12

Estimated Homework Per Week: 2-4 hours

Prerequisite: Completion of most recent English course with a grade of a B or higher

Recommended Prerequisite Skills:
- Time management
- Active Reading and Observation skills - annotation and note-taking skills
- Paragraph and Essay writing skills

Course Grade Categories:
- Analytical Writing: 30%
- Assessments/Projects: 25%
- Oral Participation (Seminar): 25%
- Final Exam/Final Project: 20%

Major Assessments/Units/Topics:
Unit 1: Introduction: Overview of course Terminology and Expectations

Skills:
- Application of Active Reading/Observation
- Application of literary and film terminology
- Application of MLA Format for citation.
- Application of a comparison and/or contrast exposition
Assessments: Quizzes, Seminar, Analytical Writing

Unit 2: Genre: Short Story vs. Film: Comparison and/or Contrast a short story text with film
Skills:
- Application of Active Reading/Observation
- Application of literary and film terminology
- Application of MLA Format for citation.
- Application of a comparison and/or contrast exposition
- Application of iPad Apps (keynote, thinglink, etc.)

Assessments: Quizzes, Seminar, Analytical Writing, Project

Unit 3: Genre: Novella and Novel vs. Film: Comparison and/or Contrast a novella/novel text with film
Skills:
- Application of Active Reading/Observation
- Application of literary and film terminology
- Application of MLA Format for citation.
- Application of a comparison and/or contrast exposition
- Application of iPad Apps (keynote, thinglink, etc.)

Assessments: Quizzes, Seminar, Analytical Writing, Project

Unit 4: Genre: Drama (play) vs. Film Comparison and/or Contrast a drama (Play) text with film
Skills:
- Application of Active Reading/Observation
- Application of literary and film terminology
- Application of MLA Format for citation.
- Application of a comparison and/or contrast exposition
- Application of iPad Apps (keynote, thinglink, etc.)

Assessments: Quizzes, Seminar, Analytical Writing, Project

Final Exam: Final Project: Student choice of genre vs. film
- Comparison and/or Contrast text with film
Course Title: Journalism 1

Course #: 1247-1248

Course Description: This class is a writing course of news, feature, sports, and opinion pieces with an emphasis on work being published in Cathedral Catholic High School's online publication, El Cid. The course is based on the teaching of solid journalistic methods of information gathering and legal/ethical conduct, employing extensive reading of current literature, analysis of published writing samples, and continual critical thinking and self-reflection regarding real-life activities in the areas of writing news, interviewing/researching, editing, design/layout, photojournalism, polling, advertising, fundraising, and publishing. Students make use of constructive criticism from peers and adviser in order to write pieces for a targeted audience and community. A study of AP Style and current events is included.

UC/CSU Approval: “g” approved

Grade Level: 10-12

Estimated Homework Per Week: Journalism 1 homework load depends upon many factors, including student information gathering skills, composing speed, source availability, editing process, etc. Students must meet five deadlines for each story, which generally run on three-week cycles. As such, students spend roughly 2-5 hours per week working on their stories.

Prerequisite: Completion of most recent English course with a grade of C or higher

Recommended Prerequisite Skills: Prospective Journalism 1 students should be avid writers who desire constructive criticism regarding their compositions and composing processes. Students should possess strong interpersonal communication skills that facilitate information gathering, interviewing, and writer-editor relationships. Critical reading skills, especially as they relate to current events, are a benefit.

Course Grade Categories:
- Classwork/Projects/Story Preparation (25%)
- Final Exam (15%)
- Stories/Photojournalism (45%)
- Tests/Quizzes (15%)
**Major Assessments/Units/Topics:**

This course tasks students to write five, full-length stories with three sources and one picture/infographic/image plus cutline, one for each of the paper’s six sections, and four news/sports briefs per semester. To hone their photojournalism skills, students must submit one photograph with cutline per week for inclusion in the paper’s Week in Pictures. In addition, students take weekly current events and AP style quizzes.

**Topics:**

**History of Journalism** - This topic provides students an overview of major time periods and movements impacting the evolution of journalism in the United States.

**News Literacy** - This topic encourages students to develop as informed, engaged, participatory, conscious news producers and consumers, helping students identify what is fit to print and to determine what platform best suits its purposes.

**News Gathering** - This topic introduces students to major news values journalists use to determine coverage, as well as basic story structures and information gathering techniques.

**Photojournalism/Digital Storytelling** - This topic covers the role of photojournalists in the newsroom with emphasis on the difference between photographers and photojournalists, cutline writing, and composition.

**News Writing/Story Structures/Rhetoric** - This topic introduces students to the basic news values and structures used by journalists to compose and organize news, sports, and feature stories. Students develop a process-oriented approach to writing. A heavy dose of “generative rhetoric” is included to improve students’ sentence sense and structure.
Course Title: Journalism 2

Course #: 1252-1253

Course Description: This class is a writing course of news, feature, sports, and opinion pieces with an emphasis on work being published in Cathedral Catholic High School's online publication, *El Cid*. The course is based on the teaching of solid journalistic methods of information gathering and legal/ethical conduct, employing extensive reading of current literature, analysis of published writing samples, and continual critical thinking and self-reflection regarding real-life activities in the areas of writing news, interviewing/researching, editing, design/layout, photojournalism, polling, advertising, fundraising, and publishing. Students make use of constructive criticism from peers and adviser in order to write pieces for a targeted audience and community. A continued study of AP Style and current events is included.

UC/CSU Approval: Not UC/CSU approved

Grade Level: 10-12

Estimated Homework Per Week: Journalism 2 students spend approximately 2-5 hours per week working on their stories and managing their sections and staff.

Prerequisite: Completion of Journalism 1 with a grade of C or higher

Recommended Prerequisite Skills: Prospective Journalism 2 students should possess knowledge of news values, lead writing, and potential story structures. Since many Journalism 2 students serve as editors, they should exhibit strong writing, editing, and information gathering/interviewing skills. Collaborative, leadership, and team skills are desired as many Journalism 2 students oversee a section of the school's online publication.

Course Grade Categories:
- Classwork/Projects/Story Preparation (25%)
- Final Exam (15%)
- Stories/Photojournalism (45%)
- Tests/Quizzes (15%)

Major Assessments/Units/Topics:
This course tasks students to write five full-length stories with three sources and one picture/infographic/image plus cutline per semester. Moreover, students effectively oversee the
entire maintenance of the school’s online publication, including leading story pitch sessions, editing peer stories, interfacing with outside vendors, coordinating team coverage, applying for awards and recognition, and motivating staff. To hone their photojournalism skills, students must submit one photograph with cutline per week for inclusion in the paper’s Week in Pictures. In addition, students take weekly current event and AP style quizzes.

Topics:

**Editing** - This topic teaches students to identify and to correct mistakes in writing related to AP style, wordiness, sentence structure, redundancies, grammar, spelling, and punctuation.

**Leadership/Team Building** - This topic introduces students to leadership philosophies and styles, helping them develop and clarify their own leadership style, as well as providing practical strategies to build staff unity.

**Design** - This topic explores newspaper design changes in the last 100 years while teaching students basic design principles and elements and the functions each serves.

**Press Law/Ethics** - This topic covers landmark court decisions that impact the field of journalism and the work of journalists.

**News Writing/Rhetoric** - This topic introduces students to the basic news values and structures journalists use to compose and organize news, opinion, and review stories. Students further develop their process-oriented writing philosophies by challenging them to “resee” their writing in a way that opens the door for them to make wholesale, rather than simple lexical changes. A continued heavy dose of “generative rhetoric” is included to improve students’ sentence sense and structure.
Course Title: Journalism 3

Course #: 1254-1255

Course Description: This class is a writing course of news, feature, sports, and opinion pieces with an emphasis on work being published in Cathedral Catholic High School’s online publication, El Cid. The course is based on the teaching of solid journalistic methods of information gathering and legal/ethical conduct, employing extensive reading of current literature, analysis of published writing samples, and continual critical thinking and self-reflection regarding real-life activities in the areas of writing news, interviewing/researching, editing, design/layout, photojournalism, polling, advertising, fundraising, and publishing. Students make use of constructive criticism from peers and adviser in order to write pieces for a targeted audience and community.

UC/CSU Approval: Not UC/CSU approved

Grade Level: 11-12

Estimated Homework Per Week: Journalism 3 students spend approximately 2-5 hours per week working on their stories and managing their sections and staff.

Prerequisite: Completion of Journalism 2 with a grade of C or higher

Recommended Prerequisite Skills: Prospective Journalism 3 students should possess solid editing and writing skills, leadership abilities, and passion for media/communications studies.

Course Grade Categories:
- Classwork/Projects/Story Preparation (25%)
- Final Exam (15%)
- Stories/Photojournalism (45%)
- Tests/Quizzes (15%)

Major Assessments/Units/Topics:
This course tasks students to write five full-length stories with three sources and one picture/infographic/image plus cutline per semester. Moreover, students oversee the entire maintenance of the school’s online publication, including leading story pitch sessions, editing peer stories, interfacing with outside vendors, coordinating coverage, applying for awards and recognition, and motivating staff. To hone their photojournalism skills, students must submit one
photograph with cutline per week for inclusion in the paper’s Week in Pictures. In addition, students take weekly current events and AP style quizzes.

**Topics:**

**Investigative Reporting** - This topic highlights the role of the press as a societal watchdog responsible for exposing matters people or organizations wish to keep secret. Students learn about investigative reporting tips, advice, and resources.

**Multimedia Broadcast** - This topic compares the print versus broadcast journalism, giving students practice at creating multimedia news stories/packages.

**Web/Changing Face of Journalism** - This topic examines print stories versus digital stories, including reporting on multiple platforms, using social media to reach broader audiences, blogging, incorporating links, and planning online packages.

**Entrepreneurship/Marketing/Audience Engagement** - This topic develops students knowledge of the business side of journalism by focusing on entrepreneurship, audience analysis, audience engagement, publication management, and money matters.

**News Writing/Rhetoric** - This topic introduces students to the basic news values and structures journalists use to compose and organize news, column, satirical, and scene building stories. Students further develop their process-oriented writing philosophies by encouraging them to identify the meta cognitive processes they endure while composing. A continued heavy dose of “generative rhetoric” is included to improve students’ sentence sense and structure.
Course Title: Mythology

Course #: 1251

Course Description: This is a semester course designed for students who desire an understanding of how myths of various cultures influence literature and art. The course will use Classical Greek and Roman mythology as a base of comparison to the myths from ancient Britain, Northern Europe, the Ancient Near-East, Asia, Polynesia, and the Americas. The course will pursue comparisons of cultural themes and beliefs and the exploration of theories concerning the sources of myths. Analysis of literature and art will include close reading of appropriate texts. There will be a written component to this course that will include both essaying and researched storytelling (narrative).

UC/CSU Approval: “g” approved

Grade Level: 10-12

Estimated Homework Per Week: 1-2 hours

Prerequisite: Completion of previous English course with a C or better

Recommended Prerequisite Skills:

Course Grade Categories:
- Tasks/Discussions - 25% (homework, classwork, Socratic Seminars/discussions)
- Major Assessments - 60% (creative writing, research essays/projects/presentations, tests/quizzes)
- Final Project - 15%

Major Assessments/Units/Topics:
Students will explore the following ideas:
- What is a "myth" and how is it related to ideas of culture, belief, religion and wisdom?
- What are the striking similarities between myths and their themes that suggest how they have been used and may still be of use?
- What are the striking differences between the myths of the world and what insights can be drawn about cultures by knowing their myths?

Assessments vary per unit, but will include quizzes on myths and readings, group or individual research project presentations, creative writing pieces, creative projects, and research essays.
Unit 1: Intro to Myths and Pantheons of the gods - Students will study the pantheons of gods from different ancient cultures around the world, including Aztec, Incna, Nordic, Egyptian, ancient East Asian, Mayan, Sumerian, Celtic, etc.

Major Assessments: pantheon test, creative writing piece, research-based group project presentation on a pantheon

Unit 2: Creation and Destruction Myths - Students will read a variety of creation and destruction myths from different cultures and compare and contrast how different cultures view the world and humanity.

Major Assessments: creation/destruction test, compare/contrast essay on two cultures’ creation and destruction myths

Unit 3: Mythological Monsters: Our Fears - Students will read and research about monsters from different cultures. They will also read about the psychology behind monsters and what they represent to people from different cultures.

Major Assessments: creative project where students will create their own monster and analyze the deeper meaning of the monster

Unit 4: Heroes and the Hero Cycle - Students will learn about Joseph Campbell’s Hero Cycle and analyze ancient and modern hero myths and stories.

Major Assessments: Modern Hero Analysis Presentation, creative project where students will create a hero to fight the monster from unit 3 and write a heroic myth/story about the monster and hero

Unit 5: Cultural Mythology Research Project - Students will complete an individual research-based project on a culture’s myths
Course Title: Speech and Debate Honors

Course #: 1204-1205

Course Description: Students develop self-confidence through oral presentations. They learn and practice how to plan, write, organize and deliver a variety of presentations. They also learn the techniques of academic researching, effective interviewing, and general life skills. Students will understand debate techniques and basic terminology of formal argumentation. Students will develop habits of logical thinking, focused listening and an understanding of opposing viewpoints supported by researched evidence.

UC/CSU Approval: Approval Pending
* Speech Comm Honors local honors weight grade 9, UC/CSU approved honors weight course grades 10-12

Grade Level: 9-12

Estimated Homework Per Week: 1-3hrs.

Prerequisite:
- Students must be able to participate in at least ONE Speech Tournament during the Fall semester. Tournaments are held on Saturdays all over San Diego and usually last the entire day.
- Students must bring a JUDGE to the Tournament (anyone proficient in English and over the age of 18).
- Students must be an active member of the Speech and Debate Team by attending a lunch meeting (held every Wednesday) at least ONCE a month.
- Students are expected to participate in at least one tournament EACH semester, for a total of at least two a year.

Recommended Prerequisite Skills: Willingness to step out of their comfort zone and fully memorize and recite several five to ten minute speeches.

Course Grade Categories:
- Presentations 50%
- Homework 20%
- Participation 15%
- Final 15%
Major Assessments/Units/Topics:

Speech Honors

1. Unit 1: What is Forensics?
   An in-depth look at how forensics has developed over the centuries and its practical usage today.
   ~Slate (Presentation #1): The art of the first impression or “clean slate.”
   Students will walk into the classroom, learn eye contact, shake hands, and recite at the proper volume, with proper pacing and diction.

2. Unit 2: Tournaments
   A look into the National Speech and Debate Association and the organizations history
   ~Participation in a Tournament

3. Unit 3: Interpretive Events
   Introduces the events that are character studies of pieces that have already been written from a play, book, or short story.
   ~Dramatic Interpretation Speech (Presentation #2): 5-10 min. fully memorized

4. Unit 4: Original Events
   Introduces students to the art of persuasion and writing a speech for presenting
   ~Original Oratory Speech (Presentation #3): 5-10 min. fully memorized

5. Unit 5: Spontaneous Events
   Introduces thinking on your feet and being able to articulate your point of view with little to no prep/Interview skills
   ~Impromptu Speech (Presentation #4): 3-5 min.

*Semester Final Speech which will consist of a fully memorized piece that is either original or interpretative (Presentation #5)

Debate Honors

1. Unit 1: Argumentation
   Focus on the different types of argumentation and history of debate
   ~Campaign Speech (Presentation #1): Write a campaign speech for a student using the art of persuasion while utilising speech writing and active listening

2. Unit 2: Congressional Debate
   Learn how to debate succinctly in an open forum while responding to questions
   ~Congressional Debate (Presentation #2): 4 min. speech with 3 min. of questioning

3. Unit 3: Parliamentary Debate
   Learn how to work as a team to argue for or against a bill or resolution
   ~Parliamentary Debate (Presentation #3): partner debate with a mixture of speaking and questioning throughout for a total of 20min.

4. Unit 4: Lincoln-Douglas Debate
   Learn how to independently organize an argument against another opposing individual
Lincoln-Douglas Debate (Presentation #4): one-on-one debate where individual uses logic and reasoning to argue a value based debate

*Semester Final Debate (Presentation #5): Either congressional or lincoln-douglas style debate
Course Title: Speech Communication

Course #: 1215

Course Description: Speech Communication students develop self-confidence and speaking skills by researching, writing, practicing, and delivering oral presentations, some utilizing multimedia. Students gain exposure to competitive speaking by performing speeches similar to ones given at forensic events. Class emphasizes combining rhetoric with advanced oratory to change hearts and minds of audience members. Emphasis placed on developing different aspects of verbal and nonverbal communication, as well as research skills guided by the Big 6. Various informal and formal speaking activities and speeches highlight this semester course.

UC/CSU Approval: “g” approved

Grade Level: 9-12

Estimated Homework Per Week: Students spend approximately 2-4 hours per week researching, writing, and practicing speeches.

Prerequisite: None

Recommended Prerequisite Skills: Prospective speech communication students should appreciate the importance of developing communication skills as a way to understand and to be understood.

Course Grade Categories:
- Speeches (60%)
- Chapter Quizzes (10%)
- Homework/Speech Preparation (20%)
- Final Exam (10%)

Major Assessments/Units/Topics:
- Pet Peeve - This speech focuses on developing dynamic delivery as students vent about a topic that upsets, disturbs, or irks them.
- Dramatic Interpretation - This speech challenges students to decipher contextual clues in order to portray the emotions, attitudes, and feelings of a literary character.
• Original Oratory/Persuasive - This speech requires students to use persuasive techniques grounded in pathos, ethos, logos, and Monroe’s Motivated Sequence to change the hearts and minds of the audience regarding a topic of consequence.
• Impromptu - This speech demands that students learn to “think on their feet” as they organize and deliver a speech without prior preparation.
• Expository/Informative - This speech makes use of visual aids/technology as students inform the audience about some object, idea, concept, or process.
Course Title: Yearbook Design and Publication

Course #: 1275-1276

Course Description: Yearbook 1 is a class constructed to work in unison with Yearbook 2 in order to design and compose the 306-page Presidio Yearbook. The role of this publication is to creatively tell the story of one specific school year from the students’ perspective, but additionally to serve as a record book. The incredible opportunity to participate in the development of a book that’s important to the entire CCHS community - students, alumni, faculty, families and more - additionally comes with a responsibility to include as many members of the community as possible, to publish accurate information and to create a high quality product. Thus, participation in this class gives students the project-based learning they crave and real-world experience that will develop skills each student will be able to bring into any future career. Students learn basic techniques of leadership, collaboration, copywriting, photography, photo editing, page layout, design, editing, proofreading, photo selection and publishing and advanced strategies in their particular areas of interest. Leadership opportunities are available in Yearbook 1, depending on a student’s talents and desired level of commitment.

UC/CSU Approval: “f” approved

Grade Level: 10-12

Estimated Homework Per Week: Between 1 and 5 hours per week, depending on proximity to deadline and time management.

Prerequisite: Completion of most recent English course with a grade of a B or higher

Recommended Prerequisite Skills: Students enrolled in Yearbook 1 should have strong time management skills and the ability to be productive in a less structured environment. Students should have a strong interest in two of the following four major components of publishing a yearbook: design, photography, writing, and leadership.

Course Grade Categories:
  ● Deadlines/ Projects: 45%
  ● Mini Deadlines/ Major Assignments: 35%
  ● Photography/Design/Writing/Leadership Lessons: 20%
Major Assessments/Units/Topics:
Unit 1: Yearbook Bootcamp
- 360 Degrees of Leadership
- Staff Roles
- Photography Basics
- Advanced Photography
- Lightroom Editing
- Yearbook Ave Design
- Caption Writing
- Feature Story Writing
- Workflow Development

Assessments will be in the form of deadlines primarily with one comprehensive photography test. Throughout the course of the school year there will be five official deadlines in which students are required to have their assigned pages completed. Pages submitted on the deadline will be graded on completeness and follow-through according to all the yearbook concepts, including the following:
- High-quality photography
- Correctly formatted captions
- Complete body copy
- Significant amount of coverage per page
- Variety of student/faculty/coach interviews
- Correct usage of font and formatting of template

**Note: There will also be a series of “mini-deadlines” to help students remain on track, but it will not be considered an “assessment” grade, but rather an “assignment/mini deadline” grade

Deadline 1:
 a. Fall Sports
 b. Miscellaneous “student life” pages
 c. Continual work being done on academics, clubs, class pages, etc.

Deadline 2:
 a. Winter sports
 b. Class pages – Especially senior section/baby photos
 c. Miscellaneous “student life” pages

Deadline 3:
 a. Winter sports cont./year-round sports
 b. Academics
 c. Clubs
 d. Faculty pages

Deadline 4:
 a. Academics
 b. Clubs
c. Mini Mag
  d. Various student life pages

Deadline 5:
  a. Spring sports
  b. Final student life pages
  c. Anything not submitted
  d. Index

Spring Begin next year’s Yearbook
  a. Partner Theme Development Project
  b. Staff Brainstorm Ideas
  c. Design Spreads
  d. Design Mods
Course Title: Yearbook Design and Publication 2

Course #: 1278-1279

Course Description: Yearbook 2 is designed for students who excel in Yearbook 1 and desire to take on leadership roles. They have mastered how to edit a page - from planning, gathering and writing content to capturing and editing story-telling photos. Now they are given the opportunity to mentor, train and guide Yearbook 1 staffers. Additionally, yearbook 2 editors take on a larger number of pages that they are responsible for - as completing a page takes them far less time than the new staffers. Yearbook 2 students are given a louder voice; their dedication gives further validation to their thoughts and ideas. Roles reserved for Yearbook 2 staff include: editor-in-chief, Managing Editor, Design Editor and Photography Editor.

UC/CSU Approval: “f” approved

Grade Level: 10-12

Estimated Homework Per Week: Between 2 and 5 hours per week, depending on proximity to deadline and time management.

Prerequisite: Completion of most recent English course with a grade of a B or higher

Recommended Prerequisite Skills: Students enrolled in Yearbook 2 should have strong time management skills and the ability to be productive in a less structured environment. Students should have a strong interest in two of the following four major components of publishing a yearbook: design, photography, writing, and leadership. Additionally, Yearbook 2 students should have a desire to lead the yearbook staff, take on larger assignments and work closely to mentor new or struggling staffers.

Course Grade Categories:

- Deadlines/ Projects: 45%
- Mini Deadlines/ Major Assignments: 35%
- Photography/Design/Writing/Leadership Lessons: 20%

Major Assessments/Units/Topics:

Unit 1: Yearbook Bootcamp

- 360 Degrees of Leadership
- Staff Roles
Assessments will be in the form of deadlines primarily with one comprehensive photography test. Throughout the course of the school year there will be five official deadlines in which students are required to have their assigned pages completed. Pages submitted on the deadline will be graded on completeness and follow-through according to all the yearbook concepts, including the following:

- High-quality photography
- Correctly formatted captions
- Complete body copy
- Significant amount of coverage per page
- Variety of student/faculty/coach interviews
- Correct usage of font and formatting of template

**Note: There were also be a series of “mini-deadlines” to help students remain on track, but it will not be considered an “assessment” grade, but rather an “assignment/mini deadline” grade.**

Deadline 1:
- a. Fall Sports
- b. Miscellaneous “student life” pages
- c. Continual work being done on academics, clubs, class pages, etc.

Deadline 2:
- a. Winter sports
- b. Class pages – Especially senior section/baby photos
- c. Miscellaneous “student life” pages

Deadline 3:
- a. Winter sports cont./year-round sports
- b. Academics
- c. Clubs
- d. Faculty pages

Deadline 4:
- a. Academics
- b. Clubs
- c. Mini Mag
- d. Various student life pages

Deadline 5:
- a. Spring sports
b. Final student life pages
c. Anything not submitted
d. Index

Spring Begin next year’s Yearbook
a. Partner Theme Development Project
b. Staff Brainstorm Ideas
c. Design Spreads
d. Design Mods
Course Title: AP Language and Composition

Course #: 1263-1264

Course Description: In accordance with the College Board’s AP description, this year-long course enables “students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers.” This course explores the complexities of writing in America with the goal of making students critical thinkers and readers of ‘culture.’ Although the course includes poetry and fiction prose literature, the course emphasizes readings in oratory, visual argument (including advertising), and non-fiction prose literature. As a composition course, this offering will require frequent expository, analytical, argumentative, and personal writing through which students will learn to express themselves convincingly in a variety of contexts.

Students are strongly encouraged to take the AP Exam in May.

UC/CSU Approval: “b” approved

Grade Level: 11

Estimated Homework Per Week: 5 Hours per week, depending on the type of assignments and student’s reading/writing stamina

Prerequisite: Completion of English 2 or 2 Honors with a grade of B or higher

Recommended Prerequisite Skills:
- High-level reading comprehension
- Time management and organizational skills
- Confidence in writing a multi-paragraph essay
- Willingness to keep an open mind when reading and analyzing texts that may contradict personal beliefs and values

Course Grade Categories:
- 60% - Formal Writing
- 20% - Reading, Informal Writing, Quizzes
- 20% - Final Exam

Major Assessments/Units/Topics:
Unit 1: Boot Camp: Introduction to the exam, essay types, and rhetorical terms.
    Major Assessment: Position Essay on Long Non-Fiction
**Unit 2: Rhetorical Analysis**: Analyze and interpret samples of purposeful writing, identifying and explaining an author’s use of rhetorical strategies.
   Major Assessment: In-Class Rhetorical Analysis

**Unit 3: Position Essay**: Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience.
   Major Assessment: In-Class Position Essay

**Unit 4: American Romanticism**: Respond to different writing tasks according to their unique rhetorical composition demands, and translate that rhetorical assessment into a plan for writing.
   Major Assessment: Process Essay

**1st Semester Final Exam - In-class AP Style Rhetorical Analysis and Position Essay**

**Unit 5: Synthesis Essay**: Create and sustain original arguments synthesized from readings, research, and/or personal observation
   Major Assessment: Synthesis Essay

**Unit 6: American Realism and Naturalism**: Reading complex imaginative literature (fiction, drama, and poetry) appropriate for college-level study
   Major Assessment: In-class essay

**Unit 7: American Modernism; Test Preparation**: Writing that proceeds through several stages or drafts, with revision aided by teacher and peers
   Major Assessment: Process Essay

**Unit 8: Postmodernism; Test Preparation**: Writing an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work’s structure, style, and themes; the social and historical values it reflects and embodies; and such elements as the use of figurative language, imagery, symbolism, and tone.
   Major Assessment: AP Style Essay Exam (RA, Synthesis, Position)

**2nd Semester Final Exam - On-demand literary analysis essay**: Writing an interpretation of a piece of literature that is based on careful observation of textual details, considering the work’s structure, style, and themes; the social and historical values it reflects and embodies; and such elements as the use of figurative language, imagery, symbolism, and tone

**Material covered in most if not every unit:**
- Collaborative Writing Processes
- Writing Workshops
- Peer Editing and Review
- Research for Exposition
- Grammar, Revision, Proofreading techniques
- Rhetoric and style: practice using rhetorical devices in essaying (such as alliteration, analogy, allusion, metaphor, exaggeration, irony, parallelism, imagery, etc.).