

COURSE TITLE:	English I
COURSE LENGTH:	Full Year
PREREQUISITE:	None
GRADE LEVEL:	9

GENERAL DESCRIPTION: English I is a yearlong course which will engage students in varied exploration of humanities through modes of reading, writing, grammar, mechanics, and usage, and speaking and listening. While studying long and short works of fiction and nonfiction, poetry, drama, spoken and visual texts, students will think and discuss critically and constructively while becoming familiar with the literary terminology necessary for discussing each type. The course also emphasizes essay development through thesis, support, elaboration, and conclusion. Editing and revision skills will be a primary focus. These writing tasks will establish knowledge of standard grammar and usage as well as a sense of audience. Students will engage in speaking and exercise listening skills through active discussion and oral presentations. Vocabulary work is derived from reading selections. In addition to classroom reading, there is an independent reading requirement.

MODE OF PRESENTATION: Students will be provided with a variety of literary formats including short films, short stories, poems, articles, and novels to build on concepts of literary analysis and comprehension. Students will also be provided with daily activities, guided notes, lectures, presentations, journals, collaborative opportunities, and discussions to expand their knowledge and understanding of the content. Additionally, students will develop academic writing skills, specifically in expository, literary, and persuasive writing.

GRADING PROCEDURE: Students will be graded on daily assignments, participation points, speaking & listening skills, reading, quizzes, tests, papers, and presentations.

STUDENT SKILLS, KNOWLEDGE TO BE GAINED:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- Analyze a particular point of view (perspective)* or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Evaluate a speaker's point of view (perspective), reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- Adapt speech to a variety of contexts and tasks, such as conducting interviews, participating in public performances, or debating an issue from either side, demonstrating command of formal English when indicated or appropriate.
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

COURSE TITLE:	English II
COURSE LENGTH:	Full Year
PREREQUISITE:	English I
GRADE LEVEL:	10

GENERAL DESCRIPTION: English II is a yearlong course, in which students will work

on strengthening their abilities in the areas of reading, writing, literary analysis, collaborative work, discussions, communication, information gathering, and presentations. There will be regular mini lessons built around strengthening reading comprehension, communication, group work, student analysis, academic writing, grammar, vocabulary, editing, and rhetorical analysis.

Units will include:

- An introductory view of analysis via short film and short stories.
- Short Stories with focus directed at characterization and theme.
- A literary analysis with step-by-step modeling of academic writing.
- The novel *To Kill a Mockingbird*, explored and then interpreted through a multimedia presentation.
- A research paper involving a current issue to be explored with MLA documentation and citations.
- The memoir *Night* by Elie Wiesel with an in-depth study of Holocaust literature and poetry.
- Group work and investigation using Serial Podcast to uncover clues and evidence leading to a group presentation of findings.

MODE OF PRESENTATION: Students will explore a variety of literary formats during their quest for knowledge and growth. They will view short films and read short stories, poems, articles, novels, and graphic novels to build on concepts of analysis and internalized comprehension. They will be provided with daily activities, guided notes, lectures, presentations, journals, group work, and small- and large-group discussions to expand their understanding of materials, content, and common core standards. Students will learn about and develop their ability to write an academic literary analysis and a research paper. Students will also be active members in college-style literary discussions that will help them build off the ideas of others and dig deeper into understanding the texts and concepts they are exploring.

GRADING PROCEDURE: Students will be graded on daily assignments, monthly discussion/participation points, small- and large-group discussions, reading, quizzes, tests, papers, and presentations.

STUDENT SKILLS, KNOWLEDGE TO BE GAINED:

1. The ability to prove your analysis or interpretation using facts and evidence from the text. (CCSS R.10.1)
2. Students will decide on a theme (main idea) from the text and study it to decide how it is introduced, how it changes, and how it influences the text. (CCSS R.10.2)
3. Students will consider how complex characters change within a text, how they interact with other characters, and how they help move the story along. (CCSS R.10.3)
4. Students will be able to defend the analysis created in their writing using solid evidence, reasoning, and on topic information. (CCSS W 10.1)
 - a. Make precise statements and arguments, considering opposite points of view.
 - b. Student will show both sides of an argument fairly and show the strengths and weaknesses at an appropriate level for the audience.

- c. Use transitions between paragraphs and within the paragraph.
 - d. Use formal writing with objectivity.
 - e. Write a conclusion that supports their argument.
- 5. Improve writing by planning, revising, editing, and rewriting. (CCSS W 10.5)
- 6. Begin and participate in a variety of discussions (one-on-one, small- and large-groups, and teacher led) with a diverse group of partners over grade-level appropriate topics making sure to include the ideas of others as well as their own. (CCSS SL. 10.1)
 - a. Come to class having read the material and ready to engage in discussions and support arguments with evidence from the text.
 - b. Work with peers to set up rules for class discussions.
 - c. Develop conversations by asking questions and adding ideas.
 - d. Respond thoughtfully to different viewpoints and perspectives, discuss points of agreement and disagreement and explain reasoning.
- 7. Decide the meaning of words, sentences, and selections of a text, including figurative language, such as metaphors, similes, personification, and hyperbole, and how the author intended these to influence the tone, imagery, symbolisms (where appropriate), and meaning of the text. (CCSS R.10.4)
- 8. Decide the author's perspective and message in the text and how they use rhetoric to get the reader to agree with them. (CCSS RI.10.6)
- 9. Write an informative paper that shares complicated ideas and information in a highly organized way. (CCSS W.10.2)
- 10. Research a subject, using multiple, credible sources and combine the information in a manner that educates and informs. (CCSS W.10.7)

COURSE TITLE:	Composition
COURSE LENGTH:	Semester
PREREQUISITE:	English I & English II
GRADE LEVEL:	11 & 12

GENERAL DESCRIPTION: Composition introduces students to the college-level writing process through the construction and revision of a series of expository and persuasive essays. Students may also produce other writing appropriate to the academic and working world. Students will build critical reading skills, and students will be expected to respond to assigned readings in a variety of ways. The course introduces library and computer-based research strategies. Students will write and revise at least 4 major essays and produce a minimum of 20 formal pages of academic writing.

MODE OF PRESENTATION: Students will be provided with mini-lessons, modeling, various timed writings (short and extended), and revisions. Students will work independently as well as collaboratively on various writing activities and tasks. Students will write reading responses, persuasive/argumentative papers, a personal narrative, and several expository papers. Students will follow the process of writing in various stages or prewriting, drafting, revising, editing, and publishing while also developing effective research skills.

GRADING PROCEDURE: Students will be graded on daily tasks, rough drafts, revising, editing, and final drafts.

STUDENT SKILLS, KNOWLEDGE TO BE GAINED:

- Write an informative essay, which communicates information in a way that is clear, accurate, and well organized. (CCSS W.11-12.2)
 - Introduce topic in an organized way, where each point builds off of the previous point to create a solid and informative essay. If necessary,
 - use visuals, charts, graphs, and headings with your essay.
 - Use significant and relevant information and facts backed by text-based evidence.
 - Use a variety of transitions and arrangement of words to link sections of the essay and create a relationship between the different ideas and components.
 - Use precise language, appropriate vocabulary, and figures of speech to create and develop your topic.
 - Write in a formal manner with an objective attitude making sure to follow writing and grammar conventions.
 - Create a conclusion that supports and defines the arguments you created in your informative essay.
- Write a narrative about experiences in an organized way that includes
- well-developed details.
- Create writing that is organized, developed, and created in such a way that it fits the requirements of the assignment. (CCSS W.11-12.4)
- Improve writing by planning, revising, editing, and rewriting. (CCSS W.11-12.5)
- Research a subject, using multiple, credible sources and combine the information in a manner that educates and informs. (CCSS W.10.7)
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry where appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS W.11-12.7)

COURSE TITLE:	Contemporary Literature
COURSE LENGTH:	One Semester
PREREQUISITE:	English I & II
GRADE LEVEL:	11, 12

GENERAL DESCRIPTION: Contemporary literature is a course that explores the exciting world of literature since 1945. The authors, genres, and styles of writing are exciting and inspiring. Students will have an opportunity to explore and analyze issues that are relevant in their lives today, expand their knowledge of the world around them, and broaden their understanding of different cultures and unique ways of thinking.

Units:

Units in Contemporary Literature are based on themes such as coming-of-age, family,

discrimination, technology, and overcoming adversity. Each unit will be supported with various formats of literature from a diverse group of authors from 1945 to the present. Novels include *The Glass Castle* by Jeanette Walls and *Kite Runner* by Khaled Hosseini.

MODE OF PRESENTATION: Students will study short stories, poems, novels, memoirs, graphic novels, author biographies, speeches, films, music, and works of art to develop a comprehensive view of the subjects, time periods, and themes they are exploring. They will be provided with daily activities, guided notes, lectures, presentations, journals, group work, and small- and large group discussions to expand their understanding of materials, content, and common core standards. Students will engage in reflective journaling as they conquer challenging and complex ideas. Students will also be active members in college-style literary discussions, which will help them build off the ideas of others and dig deeper into understanding texts and content.

GRADING PROCEDURE: Students will be graded on daily assignments, monthly discussion/participation points, weekly on-task points, papers, quizzes, tests, and presentations.

STUDENT SKILLS, KNOWLEDGE TO BE GAINED:

1. Use evidence from the text to support analysis of the text's meaning and purpose, especially in moments when the text leaves opportunities for the reader to infer over the meaning. (CCSS R 11-12.1)
2. Students will decide on two or more themes (main ideas) from the text and study them to decide how they develop, change, and build off of one another to create a complex meaning. (CCSS R 11-12.2)
3. Students will determine the impact of the author's choices in how they develop and help the reader see elements of a story, such as setting, order of plot/action, or how the characters are developed. (CCSS R 11-12.3)
4. Students will decide two central ideas from the text to analyze their development over the course of the text, including how they interact and build on one another to provide a deeper analysis; provide a nonbiased summary of the text.
5. Students will analyze fully developed ideas or sequence of events and explain how individuals, ideas, or events from the text interact and develop over the course of the text.
6. Decide the author's point of view and purpose in the text and analyze how they use rhetoric (persuasive techniques) to improve the power, persuasiveness, and beauty of the text. (CCSS RI 11-12.6)
7. Students will mix and evaluate multiple sources of information presented in different media or formats as well as words in order to address a question or solve a problem. (CCSS: RI 11-12.7)
8. Write arguments over claims made during the analysis of the text using relevant evidence from the text. (CCSS W 11-12.1)
 - a. Create solid claims and observe counterclaims, which are organized in a logical way.

- b. Develop claims and counterclaims in a fair manner, focusing on the strengths and weaknesses of each claim and its supporting evidence.
- c. Use a variety of words, sentence structures, and organization to create a developed connection between paragraphs, ideas, and evidence.
- d. Use formal writing guidelines to create an objective essay, which follows the expectations and conventions of formal writing.
- e. Provide a conclusion, which is properly formatted and supports the arguments and claims made in the essay.

COURSE TITLE: Global Literature Studies

COURSE LENGTH: One Semester

PREREQUISITE: English I

GRADE LEVEL: 11, 12

GENERAL DESCRIPTION: This course provides a diversified assortment of literature coming from all over the world featuring writers from Nigeria, South Africa, England, Russia, Japan, Iran, Pakistan, India, Brazil, Chile, and Mexico, to name a few. We will be exploring short stories, poetry, novels, speeches, essays, non-fiction articles, graphic novels, music, film, documentaries, and art from all over the globe. This will help students submerge themselves in cultures they will be learning about. Students will learn to dig deeper into the various interpretations of the texts they will be reading using essential literary analysis abilities. There will also be a significant amount of small- and large-group discussions to promote idea sharing and comprehension. Students will also learn a great deal about diversity and the universality of literature, which will prepare them for life in an ever-changing global environment.

Units:

Units in Global Literature Studies are based on the various continents spanning the globe. Each unit will be supported with various formats of literature from a diverse group of individuals from different time periods and origins. The main units include *Epic of Gilgamesh*, the Bible as Literature, the *Iliad*, *Dante's Inferno*, *Hamlet*, and *A Doll's House*.

MODE OF PRESENTATION: Students will study short stories, poems, novels, memoirs, graphic novels, author biographies, speeches, films, music, and works of art to develop a comprehensive view of the subjects, time periods, and themes they are exploring. They will be provided with daily activities, guided notes, lectures, presentations, journals, group work, and small- and large group discussions to expand their understanding of materials, content, and common core standards. Students will engage in reflective journaling as they conquer challenging and complex ideas. Students will also be active members in college-style literary discussions that will help them build off the ideas of others and dig deeper into understanding texts and content.

GRADING PROCEDURE: Students will be graded on daily assignments, monthly discussion/participation points, papers, quizzes, tests, and presentations.

STUDENT SKILLS, KNOWLEDGE TO BE GAINED

1. Use evidence from the text to support analysis of the text's meaning and purpose, especially in moments when the text leaves opportunities for the reader to infer over the meaning. (CCSS R 11-12.1)
2. Students will decide two central ideas from the text to analyze their development over the course of the text, including how they interact and build on one another to provide a deeper analysis; provide a nonbiased summary of the text. (CCSS RI 11-12.2)
3. Students will analyze fully developed ideas or sequence of events and explain how individuals, ideas, or events from the text interact and develop over the course of the text. (CCSS: RI 11-12.3)
4. Decide the author's point of view and purpose in the text and analyze how they use rhetoric (persuasive techniques) to improve the power, persuasiveness, and beauty of the text. (CCSS: RI 11-12.6)
5. Students will mix and evaluate multiple sources of information presented in different media or formats as well as words in order to address a question or solve a problem. (CCSS: RI 11-12.7)
6. Write arguments over claims made during the analysis of the text using relevant evidence from the text. (CCSS W 11-12.1)
 - a. Create solid claims and observe counterclaims, which are organized in a logical way.
 - b. Develop claims and counterclaims in a fair manner, focusing on the strengths and weaknesses of each claim and its supporting evidence.
 - c. Use a variety of words, sentence structures, and organization to create a developed connection between paragraphs, ideas, and evidence.
 - d. Use formal writing guidelines to create an objective essay, which follows the expectations and conventions of formal writing.
 - e. Provide a conclusion, which is properly formatted and supports the arguments and claims made in the essay.

COURSE TITLE:	Speech
COURSE LENGTH:	One Semester
PREREQUISITE:	None
GRADE LEVEL:	11, 12

GENERAL DESCRIPTION: Speech is a course where students will learn to feel confident while communicating with the individuals in their classroom. Students will work on creating and presenting a variety of speeches, each having an increasing level of difficulty. We will also strive to improve small group work, brainstorming, and idea sharing. Students will also have the opportunity to study and analyze the speeches of other individuals, evaluating performance, content, delivery, and rhetoric.

Units:

- Introductory Personal Speech (to develop a baseline in student abilities and personal goal setting)
- Inspirational Speech (focusing on the development of a strong introduction and conclusion)
- “How To” Speech (focusing on a student’s ability to teach others in a step-by-step format)
- Informative Speech (focusing on research, reliable source discovery, and the ability to educate others)
- Persuasive Speech (focusing on creating arguments with solid evidence to convince others to be open to ideas and perspectives)
- Dramatic Speech (providing students with the opportunity to experience the challenges and enjoyment of drama-based components)
- Speech Analysis Unit (learning to interpret, identify, and evaluate performance techniques, content delivery, and rhetoric)
- Speech Life Skills (focusing on real-life speaking opportunities such as job interviews, debates, and cooperative team building)

MODE OF PRESENTATION: Students will have the opportunity to listen to, watch, and read speeches created by a diverse group of individuals from different parts of the world spanning various time periods. They will analyze these speakers and their presentation styles, identifying different speaking techniques and rhetorical devices used by the speakers to communicate their ideas and opinions. Students will listen to lectures, view educational videos, and have teacher modeling to learn proper outlining, speaking, and presentation techniques. Students will write their own speeches and present them to their classmates. They will have plenty of time for editing, teacher input, and peer practicing to improve their speaking abilities and comfort levels.

GRADING PROCEDURE: Students are graded on daily assignments, monthly discussion/participation points, weekly on-task points, speech outlines, speech performance, visual aids, and rhetorical analysis.

STUDENT SKILLS, KNOWLEDGE TO BE GAINED:

1. Students will combine information from multiple sources to make educated decision over topics and problems after determining if a source is credible. (CCSS SL.11-12.2)
2. Students will listen to speeches and decide what the viewpoint is of the speaker. They will find and use examples from the speech as proof to back up their decisions about the speaker’s ideas, opinions, and motives. Students look at all the different parts of the speech to determine if the speaker is biased and using rhetoric. (CCSS SL.11-12.3)
3. Students will support their ideas and statements with evidence and information that can back up their ideas. They will present it to others so it is easy to understand. They will also consider the opposite point of view in their speech. Students will be able to support their ideas in formal and informal settings. (CCSS SL.11-12.4)
4. Students will use digital technology to make their presentations easier to understand, more interesting, and more detail oriented. (CCSS SL.11-12.5)
5. Students will learn proper outline formatting techniques to use in the creation of their own speeches.

6. Students will learn proper speaking techniques to help them become motivating and influential communicators in their future endeavors.
7. Students will learn to communicate in small- and large-group settings to share ideas, problem solve, and build relationships.

COURSE TITLE: Creative Writing
COURSE LENGTH: One Semester
PREREQUISITE: A or B in English II
GRADE LEVEL: 11, 12

GENERAL DESCRIPTION: Creative Writing is a class designed to provide students with the opportunity to explore writing creatively with an unlimited array of writing genres, styles, and formats. We will work as a class to experiment in new and diverse writing activities, pushing all of us to become better writers. If you want to become a better writer, if you want to write creatively, or if you just love writing- this course is for you!

Units

- Vignette Unit
- Creative Non-fiction Unit
- Short Story Unit
- Poetry Unit
- Magazine/Zine/Literary Publication Unit

MODE OF PRESENTATION:

Students will be provided with mini-lessons, writing exercises, and exemplary texts to introduce them to new writing styles and techniques to become a better writer. Students will explore poetry, vignettes, short stories, narratives, essays, prose, and magazines/zines/literary publications. We will look at example texts from outstanding authors, analyzing and discussing what makes these works unique and elevated. They will read the book *House on Mango Street* by Sandra Cisneros, as well as an assortment of short stories, poems, and articles by and about other writers. Students will be provided with modeling, brainstorming ideas, editing, peer editing instruction, and self-reflection exercises to help them improve their work. Students will work on writing exercises, specified writing assignments, and choice assignments.

GRADING PROCEDURE: Students are graded on daily assignments, discussion/participation points, drafts, the revision/editing process, peer editing, final drafts, and a writing portfolio.

STUDENT SKILLS, KNOWLEDGE TO BE GAINED:

1. An understanding and mastery of variety of creative genres, styles, and formats.
2. Develop an independent voice and style within writing.
3. To expand and enhance student vocabulary use.
4. Improved grammar and mechanics in writing.
5. Ability to effectively use editing and revising not just on their papers, but the

papers of others.

6. A collection of brainstorming, idea organization, and pre-writing strategies.
7. An improvement in style, voice, and maturity from the beginning to the end of the semester.
8. Ability to analyze and evaluate a variety of writings by published authors.

Common Core

1. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W 11-12.3)

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W 11-12.4)

3. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: 11-12.5)

4. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS: W 11-12.6)

5. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (CCSS: W 11-12.10)

6. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L 11-12.1)

- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

7. Demonstrate command of the conventions of standard English capitalization,

punctuation, and spelling when writing. (CCSS: L 11-12.2)

- a. Observe hyphenation conventions.
- b. Spell correctly.

8. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: W 11-12.6)

COURSE TITLE:	Student Publications
COURSE LENGTH:	Full Year
PREREQUISITE:	English I & II
GRADE LEVEL:	10 - 12

GENERAL DESCRIPTION: Student Publications is a challenging and rewarding class that works to teach students the basics of two incredibly different formats of writing and production the yearbook. Students will learn how to create, design, and sell Audubon High School's yearbook. They will work on design, layout, article writing, photography, editing, core decision-making, teamwork, sales, fundraising, marketing, and production using a program titled Yearbook Avenue provided by Jostens. Students will have assignments outside of class time to photograph events or get stories for various yearbook pages and features.

This class is fun, but requires a great deal of commitment, independent and group work, and the ability to get assignments done on time.

MODE OF PRESENTATION: Students will be provided with a brief introductory unit in journalism before we dive into the specifics of yearbook and newspaper. In yearbook, there will be plenty of explanations, presentations, and modeling from the advisor. Students will work extensively with their class to make decisions about the content, theme, style, and look of the yearbook. They will work closely with small groups to organize and edit various assigned sections. Students will be provided with plenty of time for independent work on projects that will involve their creativity and hard work. After establishing a basic routine and understanding of the yearbook, students will begin work on the newspaper. The advisor will present the class with modeling, videos, presentations, and examples of how to write strong newspaper articles in a variety of styles. Students will learn how to write headings, leads, a feature, a personal interest article, an editorial, a review, and a variety of mini-newspaper components. Students will then have the opportunity to write an article in each of these formats to be published in the newspaper.

GRADING PROCEDURE: Students are graded on daily assignments, monthly discussion/participation points, on-task points, photography assignments, article drafts, finalized articles, interviews, yearbook page assignments, quizzes, and editing.

STUDENT SKILLS, KNOWLEDGE TO BE GAINED:

1. Basic understanding and guidelines of journalism.

2. The newspaper and yearbook as forms of media communication will be studied in depth.
2. Journalistic writing styles and expectations.
3. The ability to write a personal interest article, a feature, an editorial, and a review for a newspaper.
4. The importance of accepting responsibility and meeting deadlines will be emphasized.
5. The basics of photography and design will be taught.
6. Interview guidelines and development.
7. Research sourcing in a newspaper article.
8. Communication skills with other staff and the yearbook advisor.
9. Decision making from the ground up on a large real-world product.
10. A general understanding of fundraising, marketing, and sales.
11. Improvement in self- and peer-editing skills.

COURSE TITLE: Business Communications
COURSE LENGTH: Semester
PREREQUISITE: English I & English II
GRADE LEVEL: 11 & 12

GENERAL DESCRIPTION: Business Communications is a course designed to emphasize the writing process, practical writing, business writing, mechanical/grammatical skills, and reading. Business communication skills include verbal and non-verbal communication, resume and cover letter writing, interview skills and preparation, professional email and letter writing, and a unit on soft skills.

MODE OF PRESENTATION: Students will be provided mini-lessons, writing exercises, and exemplary documents to introduce them to business writing and communication. Additionally, students will complete several reflections during our soft skills workshop. Students will design rough drafts, final drafts, and résumés tailored to specific careers. Students will also design a school or community improvement project designing a proposal, a plan, a final proposal, and presentation to stakeholders.

GRADING PROCEDURE: Students will be graded on daily assignments, note-taking, classroom participation, and the school/community improvement project.

STUDENT SKILLS, KNOWLEDGE TO BE GAINED:

- To communicate, collaborate, and work productively with others to increase innovation and quality of work
- Demonstrate productivity and accountability by meeting high expectations
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information

- Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed
- Present information and findings, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks
- Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest
- Adapt speech to a variety of contexts and tasks, such as conducting interviews and participating in public performances while demonstrating a command of formal English when indicated or appropriate