



English I | *Level*

GRADE POINTS EARNED for an A = 4.0

PREREQUISITES

- Summarizing
- Parts of speech
- Making inferences
- Finding and using text evidence
- Analyzing themes
- Flashbacks
- Foreshadowing
- Parallel Plot Structures
- Setting
- Punctuation (commas, clauses, semicolons, parentheses, etc.)
- Controlling idea
- Theme
- Organizational patterns
- Claim
- Counterargument
- Author's Purpose
- Figurative Language (metaphor, simile, imagery, irony, etc.)
- Mood, Tone, Grammar (subject-verb agreement, run-on sentences, etc.)
- Writing a multi-paragraph essay

CROSS CURRICULAR CONNECTIONS

- n/a

OUTSIDE READING

- Less than 30 minutes of reading required outside of class

HOMEWORK

- Less than 30 minutes per evening

COMPLEXITY LEVEL

- 3 out of 5

WHAT DOES INSTRUCTION LOOK LIKE

- Teacher Guided Instruction
- Independent Practice
- Collaborative Groups
- Higher Critical Thinking (Analysis, Debates, Evaluations, Open-Ended Questions, etc.)
- Application Focused Instruction
- Structured Note-Taking (Teacher Led)

OTHER IMPORTANT INFORMATION

English 1 is an introductory high school course that focuses on activities to build on students' prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students will read extensively in different cultural, historical and contemporary contexts and demonstrate familiarity with works by authors from non-English speaking literary traditions with emphasis on student choice. Students will engage in the composing process of multiparagraph compositions including literary, expository, procedural and persuasive. Emphasis on the ability to demonstrate organizational structure, a controlling idea or thesis and writing for a variety of audiences will be practiced.

Students will read and write both in class and out of class. Completing classwork and homework is essential for successful completion of the course. In-class participation is also required, and students are expected to be engaged learners on a daily basis.

SAMPLE TEST QUESTIONS

The reader can infer that the narrator -, The description of events in paragraph 16 and 17 suggest that -, What quotation is an example of irony?, Which line provides the strongest evidence that Miss Nickerson was too trusting?, Which sentence from the passage best supports the idea that Miss Nickerson suffered emotional distress as a result of the practical joke?, The author includes this detail in order to-, While "An Uncomfortable Bed" focuses on a man who is used to practical jokes, "All that Glitters is Not Gold" focuses on a woman who is-, Both selections explore the theme of-, How does the author create suspense?, What is the main conflict?



English I | *Honors / PreAP*

GRADE POINTS EARNED for an A = 5.0

PREREQUISITES

- independently read a text and identify theme, main idea, character traits, author's purpose, etc
- Write a descriptive paragraph that provides a main idea and supporting details
- Find text evidence that supports an idea
- Identify and analyze figurative language such as simile, metaphor, personification, etc
- Brainstorm a writing prompt and organize their ideas into paragraphs
- Read independently for an extended period of time

CROSS CURRICULAR CONNECTIONS

- n/a

OUTSIDE READING

- Less than 30 minutes of reading required outside of class

HOMEWORK

- Less than 30 minutes per evening

COMPLEXITY LEVEL

- 4 out of 5

WHAT DOES INSTRUCTION LOOK LIKE

- Teacher Guided Instruction
- Independent Practice
- Collaborative Groups
- Higher Critical Thinking (Analysis, Debates, Evaluations, Open-Ended Questions, etc.)
- Intensive Writing
- Independent Reading

OTHER IMPORTANT INFORMATION

This course is designed as a stepping stone to help get students become ready to take AP Language as a junior and AP Literature as a senior. It is also designed to strengthen reading comprehension and writing abilities that are needed in AP courses of other subjects. Because of this, students will read and write independently every class. Writing will get progressively more complex throughout the year, moving from narrative to research to literary analysis. Students will begin trying to answer AP essay prompts and multiple choice questions, laying the foundation for that level of higher order thinking. Students will have a mixture of assigned reading and books of their choice, and they need to be wanting/willing to read at home in addition to reading in class.

SAMPLE TEST QUESTIONS

Example Multiple Choice Question

- How does paragraph 6 contribute to the author's message?
 - It presents his argument for replacing libraries with modern technology.
 - It offers a solution to the problem of books becoming outdated.
 - It details the advantages of books to support his belief about their value.
 - It explores whether the best source of knowledge is the Internet or libraries.

Example Writing Questions

- On pages 30-36 of Shakespeare's play Romeo and Juliet, Peter is tasked with informing guests about his master's party. Read the section carefully. Then write a well-organized paragraph in which you analyze how Shakespeare uses literary elements such as soliloquy and dialogue to convey his ideas about class and society in the 16th century.
- Write an expository research paper on a topic of your choice. You must conduct research using multiple sources, craft a thesis statement, organize your ideas into well-developed paragraphs, and cite your sources in a works cited page using MLA format



English II | *Level*

GRADE LEVEL |
CREDITS |

GRADE POINTS EARNED for an A = 4.0

PREREQUISITES

- Students must have a basic understanding of the writing process.

CROSS CURRICULAR CONNECTIONS

- World History
- Social Studies.

OUTSIDE READING

- Less than 30 minutes of reading required outside of class

HOMEWORK

- Homework is only assigned if the student does not complete the assignment in class.

COMPLEXITY LEVEL

- 3 out of 5

WHAT DOES INSTRUCTION LOOK LIKE

- Teacher Guided Instruction
- Independent Practice
- Collaborative Groups
- Higher Critical Thinking (Analysis, Debates, Evaluations, Open-Ended Questions, etc.)
- Application Focused Instruction
- Intensive Writing, Structured Note-Taking (Teacher Led)
- Open-Ended Note-Taking (Student Led)

OTHER IMPORTANT INFORMATION

The Writer's and Reader's workshop model provides choice for the students in their daily work. They will be reading independently along with classroom novel studies. This model also requires the student to write every day.

SAMPLE TEST QUESTIONS

Which phrase has the same meaning as the word "moonlighted" in paragraph 2?



English II | *Honors PreAP*

GRADE POINTS EARNED for an A = 5.0

PREREQUISITES

- Students must have a solid understanding of the writing process, especially expository

CROSS CURRICULAR CONNECTIONS

- World History
- Social Studies

OUTSIDE READING

- Less than 30 minutes of reading required outside of class

HOMework

- Less than 30 minutes of homework is required outside of class.

COMPLEXITY LEVEL

- 4 out of 5

WHAT DOES INSTRUCTION LOOK LIKE

- Teacher Guided Instruction
- Independent Practice
- Collaborative Groups
- Higher Critical Thinking (Analysis, Debates, Evaluations, Open-Ended Questions, etc.)
- Application Focused Instruction
- Intensive Writing, Structured Note-Taking (Teacher Led)
- Open-Ended Note-Taking (Student Led)

OTHER IMPORTANT INFORMATION

This course focuses on an in-depth analysis of world literature from multiple genres. Students read and write extensively as they interpret influences of the historical context on a literary work and learn literary forms and terms associated with the readings. All modes of writing are practiced with an emphasis on persuasive and analytic forms. With each type of writing, students are expected to plan, draft, revise, and edit their work. The oral and written conventions of writing are continuously reviewed and practiced in order to facilitate the writing process. Summer reading is required. Major grades typically fall into categories of essay, project, and test. The Writer's and Reader's workshop model provides choice for the students in their daily work. They will be reading independently along with classroom novel studies. This model also requires the student to write every day.

SAMPLE TEST QUESTIONS

What is the overall tone of this speech?

- (A) intimidating (B) morose (C) frustrated
 (D) despondent (E) motivational

Which of the following is not a reason in the article explaining why tigers are hunted?

- a. Because tiger skins are worth a lot of money
- b. Because tiger parts are used as medicines in some cultures
- c. Because some tigers attack local villages
- d. Because tigers are hunted for enjoyment by some people the world's tiger population is endangered

Which of the following best describes the author's main purpose in writing this article?

- a. To provide readers with interesting information about the lifestyles of tigers
- b. To persuade readers to help the world's tiger population and to offer ways to help
- c. To entertain readers with stories about how tigers hunt and are hunted
- d. To explain to readers why the world's tiger population is endangered



English III | *Level*

GRADE POINTS EARNED for an A = 4.0

PREREQUISITES

- On-level reading / comprehension
- Work Ethic
- Commitment to Success

CROSS CURRICULAR CONNECTIONS

- American Literature connects to the Social Studies Classroom (U.S. History)

OUTSIDE READING

- Less than 30 minutes of reading required outside of class

HOMEWORK

- Can be finished in class

COMPLEXITY LEVEL

- 3 out of 5

WHAT DOES INSTRUCTION LOOK LIKE

- Teacher Guided Instruction
- Lecture
- Independent Practice
- Collaborative Groups
- Higher Critical Thinking (Analysis, Debates, Evaluations, Open-Ended Questions, etc.)
- Structured Note-Taking (Teacher Led)

OTHER IMPORTANT INFORMATION

Summer Reading Assignment is a must, Testing Model is a traditional Essay, Project, and Multiple Choice Test each nine weeks.

SAMPLE TEST QUESTIONS

Roosevelt refers to December 7th, 1941 as a “date which live in infamy (paragraph 2) in order to-

- Describe the evil act that was committed
- Reveal the purpose of his speech
- Insult the Japanese holiday
- Show respect for the proceedings of the day



English III (1301 and 1302) | *Dual Credit*

GRADE POINTS EARNED for an A = 6.0

PREREQUISITES

- The LSC catalog states the prerequisite is a passing grade/score in College Level Readiness in Reading AND Writing

CROSS CURRICULAR CONNECTIONS

- History, possibly psychology

OUTSIDE READING

- **1301:** less than 30 minutes (daily) of reading/homework required outside of class, barring major grade essays
 - Major grade essays range from 500-2000 words. time is given in-class to work on them, including peer review days; however, it is expected that students will need to complete essays at home.
 - In an anonymous end-of-semester survey, 76% of students either agreed or strongly agreed to the statement: "The course workload was appropriate"

- **1302:** 1302 has a stronger emphasis on research skills, requiring independent research in academic databases for major essays and assignments. This does not affect the daily reading/homework assignments, but does make the major grade essays more labor-intensive; however, this course also has more in-class time to counteract that.

HOMEWORK

- Minor assignments can be finished in class. However, most major grades are essays that require significant at-home effort.

COMPLEXITY LEVEL

- 5 out of 5

WHAT DOES INSTRUCTION LOOK LIKE

- Teacher Guided Instruction
- Lecture
- Independent Practice
- Collaborative Groups
- Higher Critical Thinking (Analysis, Debates, Evaluations, Open-Ended Questions, etc.)
- Application Focused Instruction
- Intensive Writing

OTHER IMPORTANT INFORMATION

Dual credit courses are similar to actual college classes in terms of course set-up and assignments. Within a school year, students taking dual credit courses can earn college credit for two courses by passing each semester.

Most in-state colleges accept dual credit, but private likely won't, and out-of-state colleges may be more selective about dual credit, requiring a certain grade or a sample of student work before giving credit.

Dual credit courses are good for offering a taste of what a real college course is like (with "training wheels," since students are, after all, still in high school. These courses are ideal for students who know they want to either get an AA and professional certification through a community college or go to a public college.

SAMPLE TEST QUESTIONS

(questions based on an assigned 3000 word essay)

How have people's relationships with animals changed over the course of history? How has this change contributed to the problems Amora describes?

Regarding the treatment of animals in the factory farming industry, who determines what practices are acceptable and which are illegal? In your opinion, what are some potential problems with this arrangement?



English III I | AP

GRADE POINTS EARNED for an A = 5.0

PREREQUISITES

Pre-AP courses (*Recommended*)

CROSS CURRICULAR CONNECTIONS

- History

OUTSIDE READING

- less than 30 minutes (daily) of reading/homework required outside of class

HOMEWORK

- Minor assignments can be finished in class.
- Weekly readings (averaging about 3-5 pages) require annotation and highlighting.
- Most major grades are in-class essays; throughout the year, some projects (either group or solo) may be assigned, which would require independent at-home effort. For these assignments, class time would be reserved to help students complete the task.

COMPLEXITY LEVEL

- 5 out of 5

WHAT DOES INSTRUCTION LOOK LIKE

- Teacher Guided Instruction
- Lecture
- Independent Practice
- Collaborative Groups
- Higher Critical Thinking (Analysis, Debates, Evaluations, Open-Ended Questions, etc.)
- Application Focused Instruction
- Intensive Writing
- Structured Note-Taking (Teacher Led)

OTHER IMPORTANT INFORMATION

AP classes are more rigorous than a level high school class, but they have a similar set-up in both classroom environment and assignments (mostly in-class essays based on a provided prompt). Additionally, the course is strategically planned to foster critical thinking skills that are necessary for a successful

college student while also focusing on the test. To accomplish this, the course utilizes the resources and unit calendar developed by AP CollegeBoard. AP students can earn college credit for one college course by passing the AP test in May. A considerable advantage to AP courses is that credit earned by passing the test is widely accepted. AP credit is accepted in in-state and out-of-state colleges, private and public colleges. That said, schools enjoy a certain latitude in accepting test credit; very selective colleges may require a 4 or 5 on the test, whereas other schools may give credit with only a 3. AP courses are ideal for students who thrive with a standardized curriculum and are good test-takers, or who are certain they want to go out-of-state for college, or to a private university.

SAMPLE TEST QUESTIONS

(Questions based on an assigned 3000 word essay)

How have people’s relationships with animals changed over the course of history? How has this change contributed to the problems Amora describes?

Regarding the treatment of animals in the factory farming industry, who determines what practices are acceptable and which are illegal? In your opinion, what are some potential problems with this arrangement?



English IV | *Level*

GRADE POINTS EARNED for an A = 4.0

PREREQUISITES

- On-level reading / comprehension
- Work Ethic
- Commitment to Success

CROSS CURRICULAR CONNECTIONS

- Some connections to British history
- Abstract thinking in Philosophy or Psychology
- Deep thinking in numerous classes
- Organizing thoughts into an argument in numerous classes

OUTSIDE READING

- Less than 30 minutes of reading required outside of class

HOMEWORK

- Less than 30 minutes per evening

COMPLEXITY LEVEL

- 3 out of 5

WHAT DOES INSTRUCTION LOOK LIKE

- Teacher Guided Instruction
- Independent Practice
- Collaborative Groups
- Higher Critical Thinking (Analysis, Debates, Evaluations, Open-Ended Questions, etc.)
- Application Focused Instruction
- Intensive Writing, Structured Note-Taking (Teacher Led)

OTHER IMPORTANT INFORMATION

In English 4, the course further expands the concepts and skills learned in earlier English classes. The focus of study will be on commonly recognized patterns of organization, precision in meaning through language and rhetorical choices, analysis of ideas, and use of sophisticated and precise word choices. Students will read and recognize major authors, periods, forms and works in British literature. Focus will be on recurring themes, devices of propaganda, analysis of the presentation of ideas including forms of logical reasoning and techniques of persuasive language. Students will understand the application of abstract concepts and read and think critically. Summer reading is required. Major grades typically fall into categories of essay, project, and test.

SAMPLE TEST QUESTIONS

Read paragraph 15. His old scaly hand crawls over to touch my knee. His fingers are white, the nails cracking and dull, like old silver.

In this paragraph, the author uses imagery to —

- A. show the son's fear of being touched by his father
- B. imply that the father may not really be dying after all
- C. emphasize how aged and decrepit the father appears to his son
- D. suggest that the son has little respect for his father



English IV College Prep | *Level*

GRADE POINTS EARNED for an A = 4.0

PREREQUISITES

- On-level reading / comprehension
- Work Ethic
- Commitment to Success

CROSS CURRICULAR CONNECTIONS

- Some connections to British history
- Abstract thinking in Philosophy or Psychology
- Deep thinking in numerous classes
- Organizing thoughts into an argument in numerous classes

OUTSIDE READING

- Less than 30 minutes of reading required outside of class

HOMEWORK

- Less than 30 minutes per evening

COMPLEXITY LEVEL

- 4 out of 5

WHAT DOES INSTRUCTION LOOK LIKE

- Teacher Guided Instruction
- Lecture
- Independent Practice
- Collaborative Groups
- Higher Critical Thinking (Analysis, Debates, Evaluations, Open-Ended Questions, etc.)
- Application Focused Instruction
- Intensive Writing, Structured Note-Taking (Teacher Led)

OTHER IMPORTANT INFORMATION

This course is intended to prepare students for the study of entry-level college English courses to enter post-secondary coursework or careers with no additional remediation in reading and writing. Students will learn to investigate academic texts, construct supported interpretations and arguments for an authentic audience, and acquire academic habits of thought. Reading instruction will focus on developing critical reading skills for comprehension, interpretation, and analysis. In writing, students will develop skills through composing with specific purpose, situation, genre, and audience in mind. Students will write a variety of effective formal and informal texts. To learn to integrate reading and writing, students will use an inquiry approach to analyze synthesize, and make value judgments regarding text and writing. This course is designed to prepare students for college-level reading and writing intensive courses. Ultimately, this course is more focused on college preparation than Level English 4. Summer reading is required. Major grades typically fall into categories of essay, project, and test.

SAMPLE TEST QUESTIONS

In paragraphs 3 through 5, the phrases “Let me guess” and “no doubt” give the son’s dialogue a tone that is —

- A naïve
- B hypercritical
- C indignant
- D sarcastic



English IV (1301 and 1302) | *Dual Credit*

GRADE POINTS EARNED for an A = 6.0

PREREQUISITES

- The LSC catalog states the prerequisite is a passing grade/score in College Level Readiness in Reading AND Writing

CROSS CURRICULAR CONNECTIONS

- History, possibly psychology

OUTSIDE READING

- **1301:** less than 30 minutes (daily) of reading/homework required outside of class, barring major grade essays
 - Major grade essays range from 500-2000 words. time is given in-class to work on them, including peer review days; however, it is expected that students will need to complete essays at home.
 - In an anonymous end-of-semester survey, 76% of students either agreed or strongly agreed to the statement: "The course workload was appropriate"

- **1302:** 1302 has a stronger emphasis on research skills, requiring independent research in academic databases for major essays and assignments. This does not affect the daily reading/homework assignments, but does make the major grade essays more labor-intensive; however, this course also has more in-class time to counteract that.

HOMEWORK

- Minor assignments can be finished in class. However, most major grades are essays that require significant at-home effort.

COMPLEXITY LEVEL

- 5 out of 5

WHAT DOES INSTRUCTION LOOK LIKE

- Teacher Guided Instruction
- Lecture
- Independent Practice
- Collaborative Groups
- Higher Critical Thinking (Analysis, Debates, Evaluations, Open-Ended Questions, etc.)
- Application Focused Instruction
- Intensive Writing

OTHER IMPORTANT INFORMATION

Dual credit courses are similar to actual college classes in terms of course set-up and assignments. Within a school year, students taking dual credit courses can earn college credit for two courses by passing each semester.

Most in-state colleges accept dual credit, but private likely won't, and out-of-state colleges may be more selective about dual credit, requiring a certain grade or a sample of student work before giving credit.

Dual credit courses are good for offering a taste of what a real college course is like (with "training wheels," since students are, after all, still in high school. These courses are ideal for students who know they want to either get an AA and professional certification through a community college or go to a public college.

SAMPLE TEST QUESTIONS

(questions based on an assigned 3000 word essay)

How have people's relationships with animals changed over the course of history? How has this change contributed to the problems Amora describes?

Regarding the treatment of animals in the factory farming industry, who determines what practices are acceptable and which are illegal? In your opinion, what are some potential problems with this arrangement?



English IV Literature and Composition | AP

GRADE POINTS EARNED for an A = 6.0

PREREQUISITES

- AP Language and Composition (*recommended*)
- Students enrolling in AP English Literature and Composition are expected to have had some training in reading and writing English skills.

CROSS CURRICULAR CONNECTIONS

- Some connections to U.S and World History
- Abstract thinking in Philosophy or Psychology
- Deep thinking in numerous classes
- Organizing thoughts into an argument in numerous classes

OUTSIDE READING

- 30-60 minutes of reading required outside of class

HOMEWORK

- 30-60 minutes per evening

COMPLEXITY LEVEL

- 5 out of 5

WHAT DOES INSTRUCTION LOOK LIKE

- Teacher Guided Instruction
- Lecture
- Independent Practice
- Collaborative Groups
- Higher Critical Thinking (Analysis, Debates, Evaluations, Open-Ended Questions, etc.)
- Application Focused Instruction
- Intensive Writing
- Structured Note-Taking (Teacher Led)

OTHER IMPORTANT INFORMATION

This course emphasizes both effective and critical reading in preparation for the Advanced Placement Literature exam. The stylistic excellence that the students come to appreciate through attentive analysis of a variety of prose texts can serve them in their own writing. Concepts of grammar and language usage will be reviewed and extended. A study of literary genres trains students to analyze the fictional, poetic, and dramatic elements of literary texts and to read to appreciate the writer's craft. The course emphasizes effective critical reading as well as college-level writing skills in preparation for the Advanced Placement literature exam and for success in college writing. Students are expected to take the AP English Literature exam. Summer reading is a critical requirement. Major grades typically fall into categories of essay, project, and test.

SAMPLE TEST QUESTIONS

1. In context, "but cannot do thee wrong" (line 16) is best understood to express the speaker's

- (A) Certainty that the loved one will forgive any transgressions
- (B) Concern that an act of betrayal would be morally wrong
- (C) Hope that the temptations of the world will not cause unfaithfulness
- (D) Belief that no future love will supplant the former one
- (E) Fear that the loved one is beyond caring about their relationship

2. In line 17, "later light" most likely refers to a

- (A) New love
- (B) Rekindled hope
- (C) Flash of awareness
- (D) Second thought
- (E) Spiritual awakening

3. In his 2004 novel *Magic Seeds*, V. S. Naipaul writes: "It is wrong to have an ideal view of the world. That's where the mischief starts. That's where everything starts unravelling." Select a novel, play, or epic poem in which a character holds an "ideal view of the world." Then write an essay in which you analyze the character's idealism and its positive or negative consequences. Explain how the author's portrayal of this idealism illuminates the meaning of the work as a whole.



English IV (2332 and 2333) | *Dual Credit*

GRADE POINTS EARNED for an A = 5.0

PREREQUISITES

The LSC catalog states the prerequisite is successful completion of English 1301 and 1302

CROSS CURRICULAR CONNECTIONS

- History

OUTSIDE READING

- A survey of world literature from the ancient world through the 16th century. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

HOMEWORK

- Minor assignments can often be finished in class.
- This class includes many readings across time periods and genres; some texts will be more difficult/time-consuming than others, and students are expected to come to class with the reading completed.

COMPLEXITY LEVEL

- 5 out of 5

WHAT DOES INSTRUCTION LOOK LIKE

- Teacher Guided Instruction
- Lecture
- Independent Practice
- Collaborative Groups
- Higher Critical Thinking (Analysis, Debates, Evaluations, Open-Ended Questions, etc.)
- Application Focused Instruction
- Intensive Writing
- Structured Note-Taking (Teacher Led)

OTHER IMPORTANT INFORMATION

Dual credit courses are similar to actual college classes in terms of course set-up and assignments. Within a school year, students taking dual credit courses can earn college credit for two courses by passing each semester.

Most in-state colleges accept dual credit, but private likely won't, and out-of-state colleges may be more selective about dual credit, requiring a certain grade or a sample of student work before giving credit.

Dual credit courses are good for offering a taste of what a real college course is like (with "training wheels," since students are, after all, still in high school. These courses are ideal for students who know they want to either get an AA and professional certification through a community college or go to a public college.

SAMPLE TEST QUESTIONS

Select a national public figure (not required to be a political figure) that you think embodies those characteristics of a ruler that Machiavelli delineates in his advice to rulers for gaining power and holding it; then write a fully developed essay (length depends on you) explaining why/how this person is Machiavellian. Your essay should define the term in today's vernacular, and it should identify and explain Machiavelli's characteristics that have led to the use of his name as an adjective. For best grade results, be specific and include examples from his work *The Prince*.



Debate 1-4

This is a competitive Speech and Debate course. Students will have the opportunity to learn and compete in several different styles of debate and/or speaking and acting events. Student debate classes are mixed levels in order to mentor and provide a range of experience and interest levels.

Students will find a place that interests them whether it be debating or speaking or acting. We have a place for EVERYONE! Many of our members do multiple events.

PREREQUISITES

- n/a

PERKS OF THE PROGRAM

- **ACADEMIC-** As a debater you will learn and practice critical thinking skills that will directly benefit your efforts in your other classes. The correlation between the skills learned in debate and making better grades and higher scores on standardized tests has been proven time and again. Very few things look better on a college application than high school debate. Former debaters credit their debate experience as a major reason for their entrance into elite schools and honor programs.
- **COMPETITIVE-** We are an elite squad that will enjoy consistent competitive success on the state, national, and international level. Our debaters and actors will compete in the Harvard tournament, Bluebonnet International World Schools Debate Tournament, as well as the state and national qualifying tournament.
- **SOCIAL-** GOHS Speech & Debate is a place to call home. We have a great reputation for drawing in students from all walks of life and creating an environment where all can seek to become their very best. Joining as an incoming freshman is one of the best decisions you can make in your high school career! Some join us after their first year, only to regret they had not joined us sooner. You'll surprise yourself with how much fun hard work can be.
- Students will earn membership in the National Speech and Debate Association-a national honor society and if active through senior year will wear honor cords at graduation.
- Opportunity to earn your letter jacket

FEES & FINANCIAL REQUIREMENTS

\$100

Details: team t-shirt/membership to National Speech and Debate Association/tournament fees and travel/subscriptions and class materials

CERTIFICATIONS AVAILABLE

- National Speech and Debate Association Honor Society

MAJOR EVENTS

- monthly Texas area tournaments for all students to compete as they are available to earn state qualifications
- Texas Forensic Association State Tournament 2021
- National HS Invitational TBD (this year we are going to Harvard-maybe Berkeley 21)
- National Speech and Debate National Tournament
- Bluebonnet International World Schools Debate Tournament

OTHER IMPORTANT INFORMATION

- Top 5 Reasons To Join The GOHS Speech & Debate Team
 1. Have A Fun And Rewarding Experience
 2. Bolster Your College Applications
 3. Gain Valuable Skills For Your Career
 4. Learn To Be An Engaged Citizen
 5. Make Friends and Become Part of a Supportive Student Community



Debate 1-4 (*continued*)

OTHER IMPORTANT INFORMATION

- *This is NOT a CLUB
- *Must be enrolled in Debate 1, 2, 3 or 4 in order to compete
- Student Debate classes are mixed levels in order to mentor and provide a range of experience and interest levels
- Students will find a place that interests them whether it be debating or speaking or acting. We have a place for EVERYONE! Many of our members do multiple events.
- YOU CAN EARN YOUR LETTER JACKET! Wear honor cords at Graduation as a member of the
- National Speech & Debate Association
- Debate Events: Public Forum Debate
 - Lincoln Douglas Debate
 - World Schools Debate
 - Congressional Debate

- Individual events: Duet/Duo Acting
 - Dramatic Interpretation
 - Humorous Interpretation
 - Poetry/ Prose
 - Impromptu Speaking
 - Informative Speaking
 - Original Oratory
 - Extemporaneous Speaking



Journalism

This course is a survey of print and broadcast communications, from newspapers, magazines and yearbooks to broadcast programs. It is a writing intensive course covering all aspects of print media production. Students should be well grounded in grammar and punctuation.

PREREQUISITES

- n/a

PERKS OF THE PROGRAM

- Students who successfully complete the course will be eligible to move on to one of our publication staff. Either "Ursa Major" our yearbook or "Bearings" our literary magazine.

FEES & FINANCIAL REQUIREMENTS

\$0

CERTIFICATIONS AVAILABLE

- n/a

MAJOR EVENTS

- UIL Competition in March



Yearbook

This course involves the production of the high school yearbook. Some of the elements covered by the members of the staff will be production of effective graphic art, writing and editing copy, implementing a circulation campaign, selling advertisements to the community, shooting and editing photographs to fit an overall page and cooperating with persons and organizations in developing a product.

PREREQUISITES

- Journalism

PERKS OF THE PROGRAM

- Not every student is into sports or possesses musical talent. But that doesn't mean that they can't get involved with their school. Joining the yearbook staff gets students involved on all levels – from mingling with students, to attending school events, and actively participating in something that benefits the entire school body.

FEES & FINANCIAL REQUIREMENTS

\$0

CERTIFICATIONS AVAILABLE

- n/a

MAJOR EVENTS

- There is the possibility of attending various yearbook workshops, during the summer and school year.



Literary Magazine

This course allows students to further develop magazine production skill and participate in publishing the High School Literary Magazine.

PREREQUISITES

- Journalism

PERKS OF THE PROGRAM

- Students will get to take part in the publication of "Bearings," the Grand Oaks literary magazine. They will gain social, design, writing, communication, advertising and sales skills.

FEES & FINANCIAL REQUIREMENTS

\$0

CERTIFICATIONS AVAILABLE

- n/a

MAJOR EVENTS

- n/a