



### English

40 credits required for graduation and for UC/CSU admission

Course	Course Requirements	Description
<b>ENGLISH I (CP)</b> (EN-ENG1CP)	Grade 9 Year-long Course <b>HS</b> -English <b>PREREQUISITE</b> -None <b>UC/CSU</b> -Subject b <b>NCAA</b>	Students participate in a literature-based instructional program that emphasizes the acquisition of language skills and the integration of listening, speaking, reading, and writing. Units of instruction include the short story, novel, modern drama, Shakespearean drama, poetry, essay, and research. Class assignments and assessment are based on the Common Core Standards.
<b>ENGLISH II (CP)</b> (EN-ENG2CP)	Grade 10 Year-long Course <b>HS</b> -English <b>PREREQUISITE</b> -None <b>UC/CSU</b> -Subject b <b>NCAA</b>	Students participate in a literature based instructional program that emphasizes the acquisition of language skills and the integration of listening, speaking, reading, and writing. Units of instruction include the short story, novel, modern drama, Shakespearean drama, poetry and essay.
<b>ENGLISH II (H)*</b> (EN-ENG2H)	Grade 10 Year-long Course <b>HS</b> -English <b>PREREQUISITE</b> - A grade of "A" in English I <b>UC/CSU</b> -Subject b * This class does not receive the elevated grade point according to UC/CSU policy. However, it is recognized as a more advanced course than CP. <b>NCAA</b>	In addition to completing the course requirements for English II, students extend their study of literature with more demanding texts. Students complete a summer reading program in preparation for the course.

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<b>AP ENGLISH III: LANGUAGE AND COMPOSITION (aka English III AP) (EN-ENG3AP)</b>	Grade 11 Year-long Course <b>HS-English</b> <b>PREREQUISITE</b> -A grade of “B” or higher in English II (H) or an “A” in English II (CP) <b>UC/CSU</b> -Subject b-Honors <b>NCAA</b>	In addition to completing the course requirements for English III (CP), students extend their study of great literature, the study of other topics of special interest, and compose their own literary analysis of key works. <b>Summer Work:</b> Students complete a summer reading program in preparation for the course and take the Advance Placement Exam in English Composition. For more information please refer to Mrs. Schultheis’ webpage at: <a href="http://www.oakparkusd.org/Page/5454">http://www.oakparkusd.org/Page/5454</a> <b>Grade Bump Policy:</b> To be eligible for a grade bump (one semester only), the student must score 3 or above on the AP test and must score passing on CAASP. The AP scores will come back in July, and the CAASP scores in August. After receipt of both scores, Mrs. Schultheis will then sit down and determine if the student who is requesting a grade bump is eligible for one. Students will submit the grade bump request by the end of week two.
<b>ENGLISH III (H) (EN-ENG3H)</b>	Grade 11 Year-long Course <b>HS-English</b> <b>PREREQUISITE</b> - A grade of “B” or higher in English II (H) or an “A” in English II (CP) <b>UC/CSU</b> -Subject b This class <u>does</u> receive the elevated grade point according to UC/CSU policy. <b>NCAA</b>	Students enrolled in English III Honors complete course requirements for English III (CP). In addition students read more challenging texts, as well as complete more demanding writing assignments.
<b>ENGLISH III (CP) (EN-ENG3CP)</b>	Grade 11 Year-long Course <b>HS-English</b> <b>PREREQUISITE</b> -None <b>UC/CSU</b> -Subject b <b>NCAA</b>	Students study American writers, poets, and dramatists, within the framework of a literature based writing program. Special attention is paid to the essay as a vehicle for organizing and communicating ideas with a research paper being required. In addition, students complete an “I-Search” project, which includes a job shadow.
<b>AP ENGLISH IV: LITERATURE AND COMPOSITION (aka English IV AP) (EN-ENG4AP)</b>	Grade 12 Year-long Course <b>HS-English</b> <b>PREREQUISITE</b> -A grade of “B” or higher in English III (H/AP) or an “A” in English III (CP) <b>UC/CSU</b> -Subject b-Honors <b>NCAA</b>	AP English Lit is a college-level course that allows you to sample a variety of great literature in-depth from Greek times to the present while simultaneously preparing you for the AP English Literature and Composition exam and any college-level English class you will take in the future. In a sophisticated but nurturing classroom setting, we will read, analyze, discuss, learn from, criticize, imitate, and write about some of the greatest works ever written. Most importantly, when you complete this course, you will not only know how to write well, but you will be able to know whether you wrote well without ever having to have a teacher looking over your shoulder again.
<b>ENGLISH IV (H) (EN-ENG4H)</b>	Grade 12 Year-long Course <b>HS-English</b> <b>PREREQUISITE</b> -A “B” or higher in English III (H/AP) or an “A” in English III (CP) <b>UC/CSU</b> -Subject b honors <b>NCAA</b>	In addition to completing the course requirements for English IV (CP), students read more challenging texts, as well as complete more demanding writing assignments. Students extend their study of literature with more in depth independent literary analysis and related research
<b>ENGLISH IV (CP) OPTION CHILDREN’S LITERATURE (EN-SRCHILD)</b>	Grade 12 Semester-long Course(S1 or S2) <b>HS-English</b> or <b>HS-General Elective</b> <b>PREREQUISITE</b> -None <b>UC/CSU</b> -Subject b <b>NCAA</b>	It has been said, “Good children’s literature appeals not only to the child in the adult, but to the adult in the child.” In Children’s Literature we will explore concepts found in children’s books, including a child’s introduction to archetypes and core values essential human nature. In this course students will trace the development of children’s literature from <i>Fables</i> and fairy tales, to Victorian classics, favorite childhood picture books and poetry, and end by reading popular young adult novels. Students will answer questions such as: Why do children’s stories have the same cast of characters regardless of culture and time period? How can a simplistic picture book convey the complexities of human emotion? How did a single book, in the age of passive, electronic entertainment, become the pathway for millions of children to discover the joy of reading? Most importantly, students will analyze children’s literature for use of literary elements, and examine how they reveal aspects of human nature, while instilling a lifetime love for literature.

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<b>ENGLISH IV (CP) OPTION MADNESS AND IDENTITY IN LITERATURE</b> (EN-SRMAD)	Grade 12 Semester-long Course (S1 only) <b>HS</b> -English or <b>HS</b> -General Elective <b>Prerequisite</b> -None <b>UC/CSU</b> -Subject b <b>NCAA</b>	The tenuous relationship between mental instability, individual identity, and the creative voice will be explored in the literary works of this course. This symbiotic relationship, often witnessed in the works of creative genius, raises important questions about the nature of the human mind and its creative process: How do we delineate the difference between the sane and the insane? Who, in societal terms, makes that distinction? How does our cultural experience shape our perception of madness in human beings? What is the correlation between madness and creativity? This course will investigate the impact of identity on mental stability in a variety of characters in world literature, including readings from <i>One Flew Over the Cuckoo's Nest</i> , <i>Girl Interrupted</i> , <i>The Soloist</i> and <i>The Curious Incident of the Dog in the Night-time</i> . <b>NOTE:</b> The novels taught in this senior English class may overlap with novels taught in other senior English classes. However, students will be expected to explore different aspects of the same piece of literature.
<b>ENGLISH IV (CP) OPTION MODERN AMERICAN LITERATURE: SPORTS AND CULTURE</b> (EN-SRSPORT)	Grade 12 Semester-long Course <b>HS</b> -English or <b>HS</b> -General Elective <b>PREREQUISITE</b> -None <b>UC/CSU</b> -Subject b <b>NCAA</b>	English Senior Option: Modern American Literature: Sports and Culture is a one-semester course designed for students who have a desire to explore literature through settings and themes that relate to sports. Students will explore issues of race, gender, and the importance of sports in society as a catalyst for social change as well as an expression of personal aspirations and creativity. The course objectives are to build college readiness through various forms of writing, research, and continuing the critical study of multiple forms of literature, as well as building an appreciation for literature applicable to students' lives.
<b>ENGLISH IV (CP) OPTION MYTH TO SCIENCE FICTION</b> (EN-SRMYTH)	Grade 12 Semester-long Course (S2 only) <b>HS</b> -English or <b>HS</b> -General Elective <b>PREREQUISITE</b> -None <b>UC/CSU</b> -Subject b <b>NCAA</b>	As Ursula LeGuin says in her National Book award acceptance speech, "The fantasist, whether he uses the ancient archetypes of myth and legend or the younger ones of science and technology, may be talking as seriously as any sociologist...about human life as it is lived, as it might be lived, and as it ought to be lived." Students will explore the roots of science fiction in the anxieties of the industrial revolution and dystopian literature and fantasy in folktales, myth, and ballads. We will look at the ways speculative fiction addresses our curiosity about the implications of scientific advances on society and the individual, on human nature and the nature of life and on how it challenges the Enlightenment values of progress, scientific exploration, democracy, rationality, and efficiency. The literature read will date from ancient Greek times up to the explosion of both genres in the last two decades. Students will also read essay which debate the literary merit of each genre. <b>NOTE:</b> The novels taught in this senior English class may overlap with novels taught in other senior English classes. However, students will be expected to explore different aspects of the same piece of literature.
<b>ENGLISH IV (CP) OPTION – WOMEN'S LITERATURE</b> (EN-SRWOM)	Grade 12 Semester-long Course <b>HS</b> -English or <b>HS</b> -General Elective <b>PREREQUISITE</b> -None <b>UC/CSU</b> -Subject b <b>NCAA</b>	This course examines the literary production of twentieth-century women writer's as well as cinematic representations of women in the twentieth and twenty-first centuries. Perspectives within which the writings and films will be placed include literary and political aspects of feminist theory; the intersection of gender, class, and race; the specific situation of women writer's and women in film throughout particular historical periods; and finally, sexual politics. Students will draw conclusions about how culture shapes the way films depict women and the way women write about issues including marriage, friendship, sexuality, religion, child rearing, resistance to patriarchy and political oppression, and the search for identity. Students will examine literary genres including poetry, novels, and essays. Students will view a variety of film genre, including suspense, comedy, drama, and animation.
<b>CREATIVE WRITING (CP)</b> (GE-CRWRT)	Grade 10-12 Semester-long course <b>HS</b> -General Elective <b>PREREQUISITE</b> -C or higher in previous English course <b>UC/CSU</b> -Subject g <b>NCAA</b>	Creative writing introduces the student to the three central genre of literature: short story, poetry, and drama. In addition to these, the class focuses on the personal essay. This is a directed and writing intensive class that provides the student with daily writing practice and introduces him/her to the principles of creative writing. Work is shared, critiqued, revised, and evaluated. Through the examination of excellent models of short stories, poetry, drama, and essays as well as daily writing practiced, the student begins to develop a reliable sense of effective writing.

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<b>FILM AS LITERATURE I (CP)</b> (GE-FLMLIT1)	Grade 11-12 Semester-long course <b>HS</b> -General Elective <b>PREREQUISITE</b> s-None <b>UC/CSU</b> -Subject g	This is an exciting semester long course in which students approach film similarly to the way novels are studied. Students view (not watch), discuss, and write about films in a literary fashion. Class members view clips from various films as well as view several films in their entirety. Students are taught to “read” films with an eye toward symbolism, themes, social and historical context, bias, points of view, plot development, and character development. All students keep a film journal in which they will take notes and write comprehensive literary analyses of the films and clips seen throughout the semester. There are in-class exams as well as analytical writing assignments throughout the semester.
<b>FILM AS LITERATURE II (CP)</b> (GE-FLMLIT2)	Grade 11-12 Semester-long Course <b>HS</b> -General Elective <b>PREREQUISITE</b> -C or higher in Film as Literature I <b>UC/CSU</b> -Subject g	This course expands on the themes and skills learned in Film as Literature I. We study, in depth, various film styles, genres, and theories focusing on the evolution of storytelling in film, artistic intent, the use of film as political propaganda, and satire. This course is for students serious about film studies. Students keep a film journal and write in-class analytical essays after each unit.
<b>JOURNALISM I: INTRODUCTION TO JOURNALISM (CP)</b> (PS-JOURNAL)	Year Course Grade 9-12 <b>HS</b> -Practical Skills or General Elective <b>PREREQUISITE</b> - A grade of “C” or higher in previous English class. Instructor permission required to enroll. <b>UC/CSU</b> – subject g	The introductory journalism course is a confluence of media basics: laws & ethics, news writing, feature writing, opinion writing, design, photojournalism, podcast production, and mini-documentary filmmaking, etc. Student reporters create content amid tight deadlines for the Oak Park Talon’s print and online newspaper in cahoots with the Oak Park journalism club. Students intrigued by journalism (and how it transforms our society) will partake in the inner workings of the newsroom process — and learn how to navigate that process with professionalism and aplomb.
<b>JOURNALISM II: MULTIMEDIA PUBLISHING WORKSHOP</b> (PS-JOURN34)	Grade 10-12 Semester or Yearlong Course <b>HS</b> - Practical Skills/General Elective <b>PREREQUISITE</b> -Journalism I or at the discretion of the advisor <b>UC/CSU</b> -Subject g approval pending	Journalism II is a project-based space for editors and staff members to collaborate, create, and specialize. Students will manage and produce the Oak Park Talon’s print and online newspapers, as well as the school’s burgeoning broadcast program and any media projects of their own. Candidates for this course must be computer-savvy, truth-seeking and self-directed adventurers who can work well on teams, meet deadlines and produce a quality product.
<b>POETRY (CP)</b> (GE-POETRY)	Grade 10-12 Semester-long Course <b>HS</b> -General Elective <b>PREREQUISITE</b> -None <b>UC/CSU</b> -Subject g <b>NCAA</b>	In this comprehensive course, students study poetry, write poetry, listen to, present, enjoy, live, love, eat, drink, and breathe poetry. Since poetry is a combination of intellect and passion, students approach this course with both. Students study poetry ranging from Beowulf to current rock lyrics. In addition to the literary study of poetry, students create their own original poetry as well as imitating the various poets we study.
<b>SPEECH</b> (PS-SPEECH)	Grade 10-12 Semester-long Course <b>HS</b> -Practical Skills or General Elective <b>PREREQUISITE</b> -None	This course increases the students’ speaking abilities. Various categories of speeches are stressed including informative, humorous, extemporaneous, etc. Original speeches are prepared and students are guided through a variety of strategies to help with presentation skills. This class helps students to better prepare for future classroom presentations and future public speaking opportunities.
<b>YEARBOOK</b> (PS-YEARBK)	Grade 9-12 Semester or Year-long Course <b>HS</b> -Practical Skills or General Elective Credit <b>PREREQUISITE</b> -C in previous English class	The yearbook class creates and produces the Oak Park annual, <i>The Eagle</i> . This is a permanent creation of OPHS’ history, with photography, layout, and writing. Students must be committed to producing and maintaining the quality of our highly regarded yearbook. Independent as well as collaborative responsibilities will be required. Students will need to utilize time outside of class for attending events as needed. High expectations of integrity, with a strong work ethic, are necessary for students to be successful in this class. Students must be attending OPHS for this elective, since students will need to be on-campus for quoting and picture-taking.