

American Literature, Poetry, and Prose students explore and interpret varied texts and films of the United States. In this course students explore what U.S. literature, poetry, prose, and film means in the context of a multicultural society, studying classical pieces as well as new and rediscovered voices. Students will produce a number of writing pieces as vehicles to explore social, historical, economic, political, and artistic issues.

Topics and Themes

- The American Dream and the Dream Deferred
- Race, Gender, Class and Justice in America
- The Immigrant Experience
- The Individual and Society

Course Standards/Learning Targets:

Reading

- R1: I can choose appropriate text evidence to support my topic and ideas. (Lit. Text)
- R4: I can determine the meaning and effect of words and phrases as used in a text, including figurative and connotative language, using a range of strategies. (Literary/Informational Text)
- R6: I can identify an author's point of view or purpose and explain how a text's style and content affect its power, persuasiveness or beauty. (Informational Text)
- R7: I can integrate and evaluate multiple sources of information in order to address a question or solve a problem. (Inf. Text)

Writing

- W1: I can write an argument to support a claim using valid reasoning and relevant evidence. (Introduction, Organization, Style, Tone)
- W2: I can write a coherent expository text that examines complex ideas by effectively choosing, organizing, and analyzing content. (Introduction, Organization, Conclusion)
- W7: I can conduct short and long research projects to answer a question or solve a problem.
- W8: I can gather relevant information from many credible sources using advanced searches effectively, evaluate sources, integrate information, avoid plagiarism, and follow a standard format for citation (like MLA)

Language

- L1: I can demonstrate correct conventions in my writing and speaking.
- L2: I can demonstrate correct conventions in my writing, with an emphasis on capitalization, punctuation, and spelling. I can use hyphens correctly.
- L5: I understand figurative language, word relationships, and subtle differences in word meanings.
- L5-A: I can interpret figures of speech and analyze their role in the text.
- L5-B: I can analyze subtle differences in the meanings of similar words.

Speaking & Listening

- SL1: I can use strong discussion skills to participate in a wide range of discussions with diverse partners and build on others' ideas and express my own ideas clearly and persuasively.
- SL3: I can evaluate a speaker's point of view, line of reason, and use of evidence, and assess the strength of the speaker's position based on their evidence, links among ideas, word choice, and tone

SUPPLIES

- A clear PPS Library account and a Multnomah County Library card
- Blue, black, and other colored ink pens
- Spiral Notebook with at least 100 pages – COLLEGE-RULED, 9 by 11 inch with sturdy spine and plastic cover
- Glue Sticks
- Loose-leaf paper
- Post-its and highlighters for marking text
- Folder for handouts, assignments
- Google drive (for essays and other typed assignments)

TEXTBOOKS MAY INCLUDE, BUT ARE NOT LIMITED TO:

- *Ethan Frome*, Edith Wharton
- *Fences*, August Wilson
- *Of Beetles and Angels*, Mawi Asgedom
- *The Great Gatsby*, F. Scott Fitzgerald
- *Zeitoun*, David Eggers
- *Their Eyes were Watching God*, Zora Neale Huston
- *Literature Anthology*, Kennedy & Gioia
- *40 Essays*, Bedford/St. Martins
- *Models for Writers*, Bedford/St. Martins

ENGLISH NOTEBOOK

Part of your Daily Classwork & Homework grade will depend on keeping and organizing the work in a spiral notebook. You will keep this notebook for the entire school year and will be organizing literature units, daily activities, and general protocols/strategies for reading and writing. The notebook will be collected after **each unit of study** and worth 25-100 points, depending on the length of the unit of study.

GRADING:

Students are evaluated on the basis of major papers/projects, homework, daily notebook assignments, tests/quizzes. Major papers count a great deal toward each quarter's grade, but other elements are also significant.

Daily Classwork & Homework	30%	(includes Notebook checks and other class work)
Writing	50%	(includes all formal essays and timed in-class writing)
Tests/Quizzes	20%	(includes all tests, quizzes, and the final exam)

A+	99 – 100%	B+	87 – 89%	C+	77 – 79%	D+	67 – 69%
A	94 – 98%	B	84 – 86%	C	74 – 76%	D	64 – 66%
A-	90 – 93%	B-	80 – 83%	C-	70 – 73%	D-	60 – 63%
						F	59% or below

A modified scale will be used as appropriate according to Individual Education Plans.

BEHAVIORAL EXPECTATIONS

At Franklin High School, in addition to following all school rules, we expect staff & students to:

Strive to be...

- Thoughtful – We celebrate the diversity and recognize the varied learning needs of our peer.
We put time and effort into our work.
We are engaged in the classroom and learn bell-to-bell.
We process complex issues with care.
- Respectful – We respect the diverse learning needs of our peers.
We follow directions and class norms.
We do not use racist, sexist, or homophobic language of any kind.
We keep distractions, such as electronic devices, put away during class time, unless otherwise directed
- Organized – We are present an on time for class.
We bring all necessary materials.
We keep track of assignments, deadlines, and activities.
- Neighborly – We only leave class when we have a hall pass.
We treat the learning environment with care.
We clean up after ourselves.
We help when we see a need.
- Generous – We share our resources with each other.
We offer a fresh start to staff and ourselves.
We help each other when needed.

CONSEQUENCES

If minor problems come up as a result of a disregard for the behavioral expectations, these are the steps I will take:

1. Warning.
2. Talk to you (privately, if possible).
3. Have a conference with you and school support teams.
4. Call home.
5. If these steps do not resolve the problem, I will refer to school policy and write a Level 1 referral.

ABSENCES, DUE DATE AND LATE WORK POLICY:

- Get daily notes from a friend/TA and come to Tutorial and/or office hours on Monday after school or by appointment. See me the day you get back in order to work out due dates for any missed work.
- All assignments are **due at the beginning of class on the day specified**, unless otherwise indicated. Computer problems are NOT an excuse. Also, I will not print out student work on my school printer. Please plan ahead and respect this due date expectation.
- If you are absent on a due date of an essay or assignment, due to an absence (sickness, emergency) the assignment is **due the day you return to class**.
- If you have a pre-arranged absence, please still turn in the assignment that day. For example, send it with a friend, or turn it in to my school mailbox in the main office.
- **For a test, in-class assignment, or timed write essay missed due to an excused absence, it is up to you to schedule a time to make it up during Tutorial or after school. It is your responsibility to set up a time to take the quiz or test.** You must schedule a time to make up the quiz/test within a timely manner. I cannot give back tests or quizzes until everyone has taken it.
- Any work that is turned in late will receive partial credit dependent on the lateness and quality of the work.

DIFFERENTIATION/ACCESSIBILITY STRATEGIES AND SUPPORT

In general, there are many aspects of English 5-6 that lend themselves to differentiation for students with a variety of skill levels and needs. Open-ended writing assignments, including journal entries, reader responses, dialogue journals, levels of questioning, and text annotation, allow students equal access to learning and equal opportunity to demonstrate what is known.

- **Special Education/Struggling Students:**
Accommodations indicated by Individual Education Plans and 504 plans will be made in cooperation with students, special education teachers and parents. Some standard accommodations include, but are not limited to, use of available technology, additional scaffolding and extended time to write.
- **ELL/ESOL:**
Strategies used in this class to address ELL needs include those found in Sheltered Instruction Observation Protocol (SIOP) and Guided Language Acquisition Design (GLAD), such as:
 - Posting clearly defined content and language objectives
 - Emphasizing key vocabulary (pre-teaching with visuals)
 - Using a variety of techniques to make language comprehensible (clear explanation of tasks, slower speech, increased wait time for student responses, gestures)
 - Scaffolding techniques like think-alouds to support student understanding
 - Allowing for frequent opportunities for student interaction (pair-shares, small and large group work)
 - Using activities that integrate reading, writing, speaking and listening
 - Providing regular feedback and conducting assessment of student comprehension and learning
- **TAG:**
Assignments and activities are designed to allow students to work to and beyond their ability, if so desired, and include reader responses, dialogue journals, levels of questioning, text annotation, open-ended learning tasks and writing prompts, flexible grouping, and Socratic seminar. Frequent teacher feedback is given to students, along with suggestions for further exploration of academic content and development of reading and writing skills. Enrichment activities, such as field trips to theaters and museums, vary from year to year depending on local offerings and relevance to academic content.

Differentiation strategies used in this course are based on evidence (data) received through multiple forms of pre-, on-going and formative assessments. Students are pre-assessed through writing prompts, pre-tests, and culminating writing assignments from previous units. Formative (on-going) assessments include journal entries, think-pair-share, oral questioning, Socratic Seminar, reading quizzes, and timed writing to keep track of student thinking and writing. Mini-lessons are crafted to target weaknesses in students' reading and writing skills as determined by formative assessments. Summative assessments include, but are not limited to, completed notebook checks, final tests that include multiple choice, matching, true/false questions, and essay responses, and a culminating writing piece (narrative, expository, literary analysis, research, persuasive, reflective, summary).

STATEMENT OF PURPOSE:

Franklin High School offers a quality education that not only ensures knowledge, but also cultivates the virtues of honor, respect, and perseverance. Of these virtues, honor is perhaps of greatest importance, for it is personal integrity that will influence and finally determine the sincerity of our actions and the steadfastness of our beliefs. To help advance the development of such values, an Academic Honesty policy has been established for all Franklin High School students. This code will exist to uphold and reinforce values that are central to our tradition of excellence.

DEFINITIONS:

Academic dishonesty includes these three main violations:

1. Plagiarism is submitting the words, ideas, images, or data of someone else as one's own. Plagiarism can be *intentional* or *unintentional*. Words taken directly from another source must appear in student work within quotation marks and followed by in-text citation; and any words that are paraphrased must be clearly and accurately referenced. Student work must include appropriate citations for all of the sources that a student consulted for the work, *even if no direct quotations from the sources appear in the student work*.
2. Cheating can take many forms, such as:
 - Using disallowed notes, copying/paraphrasing homework, and looking at someone's paper during an exam.
 - Giving or receiving confidential information about assessments, including allowing someone to copy your homework or other assessment.
 - Discussing tests from previously taken courses or class periods with someone who has not yet taken the test
 - Attempting to improve one's grade through any deceitful means, including acquiring test questions ahead of time, using disallowed sources online or receiving "unreasonable" assistance – as determined by the classroom teacher – from anyone, including a parent or tutor.
3. Failure to notify is having knowledge of dishonorable conduct by other students and failing to disclose this information to a faculty member or administrator. In order to maintain the highest levels of integrity at Franklin, it becomes everyone's responsibility to ensure that cheating of all kinds is reported and addressed fairly.

CONSEQUENCES:

All instances of *cheating*, *intentional* and *unintentional* plagiarism (as determined by the classroom teacher) will result in an automatic zero on the assignment and a call or email to parents. If it is a first offense, then the student will be required to complete an alternate assignment that illustrates that the student can demonstrate the skill that is being assessed in the original assignment. The student will complete the alternate assignment in a manner, and at a time and place, determined by the classroom teacher. If a student chooses not to redo the work within the time period and in the manner prescribed, no credit will be awarded. If it is a second offense in the class, the student will not be given an alternate assignment, and they will receive an automatic zero. Parents will be notified of cheating and intentional plagiarism.

English 5-6: American Literature, Poetry, and Prose
&
FHS Academic Honesty Policy
Instructor – Elisa Wong

Student Name (Printed): _____ **Class of** _____

I have read and accept responsibility for the information given in the course syllabus. I understand what is expected of me in order to succeed in this course.

I acknowledge that I have read and understand our school’s academic honesty policies. Further, I recognize that plagiarism is submitting the words, ideas, images, or data of someone else as my own. Plagiarism can be *intentional* or *unintentional*. Words taken directly from another source must appear in student work within quotation marks and include in-text citation, and any words that are paraphrased must be clearly referenced. Student work must include proper citations for all of the sources that a student consulted for the work, *even if no direct quotations from the sources appear in the student work*.

I do hereby resolve to uphold the Academic Honesty policy of Franklin High School. I shall refrain from all forms of academic dishonesty, for example: cheating, plagiarism, or other deceitful means of obtaining scores or grades that are not reflective of my current abilities. I recognize that our school is based upon the foundation of freedom, trust, and respect. Academic honesty and integrity are essential to the existence and growth of any academic community. Without maintaining a high standard of honesty and conduct, the reputation of the school is compromised and society is poorly served.

In order to uphold the integrity of the school, I also recognize that it is my responsibility to report any violation of this policy to a faculty member or to the administration.

I understand that inherent in this policy is the responsibility of all members of the community to work to preserve the collective academic integrity of Franklin High School.

(Student’s Signature) (Date)

(Parent’s/Guardian’s Printed Name)

(Parent’s/Guardian’s Signature) (Date)