



Course Syllabus

Franklin High School		2020-2021
DIRECTIONS: For each course, complete the syllabus and share with your evaluating/supervising administrator as a pdf ("File-download-PDF document") by 9/28/20 . Syllabi will be posted on the FHS website under your name for the public to view.		
Course Overview		
NOTE: For core classes, all elements of this section (except for name and contact information) are the same.		
Course Title: English 5-6/Women's Literature and Social Issues		
Instructor Name: Fanny Ortega	Contact Info: fortega@pps.net	
Grade Level(s): Juniors (11)		
Credit Type: (i.e. "science", "elective") English	# of credits per semester:1	
Prerequisites (if applicable): English 1-2, English 3-4		
<p>General Course Description: This will be a semester long course that will focus on literature, essays, and visual art by and/or about women. As we study these pieces throughout the year, we will examine women's place and role in our current society, toxic masculinity and gender by comparing and contrasting our collective experience with these pieces. We will also focus on looking at women's role through varying cultural perspectives and defining our place in our respective communities. This class is meant to empower young adults to question the status quo as well as improve their ability to critically think, speak and write about the world around them.</p>		
<p>Prioritized National/State Standards:</p> <p>RL & RI 11.1 Cite Text Evidence: Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.</p> <p>W.11.1 Argumentative Writing: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none">● Introduce Claims and Create an Organization● Develop Claims and Counterclaims <p>W.11.2 Informative/ Explanatory Writing: 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.</p> <ul style="list-style-type: none">● Introduction and Organization● Develop a Topic		
<p>Teaching for Tolerance</p> <p>Identity 3: I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.</p> <p>Justice 13: I can explain the short and long-term impact of biased words and behaviors and</p>		



unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.

Action 17: I take responsibility for standing up to exclusion, prejudice and injustice.

Diversity 7: I can accurately and respectfully describe ways that people (including myself) are similar to and different from each other and others in their identity groups.

Course Details

Learning Expectations

Materials/Texts

- Chimamanda Ngozi Adichie’s *We Should All Be Feminists*
- *Hillary* documentary
- “Being a Man” by Paul Theroux
- Refutation of Senator Ted Yoho by Alexandria Ocasio-Cortez
- *Wonder* directed by Javier Molina
- “A Year Without a Name” by Cyrus Grace Dunham
- *Real Women Have Curves*
- “No Name Woman” by Maxine Hong Kingston
- *Lemonade* by Beyonce’
- *Their Eyes Were Watching God* by Zora Neale Hurston

Course Content/Schedule:

First Quarter (9/3/20 to 11/5/20)

Second Quarter (11/9/20 to 1/28/21)

Feminism, Toxic Masculinity and Gender
 1. Essays, Speeches, Talks, Short Films, Documentaries: Focus on engaging with text, synthesis, and developing an argument.

Love, Redemption and Empowerment
 1. Novel: Focus on literary analysis and developing an argument.

Essential Questions:

- What are considered gender norms in our society? How are these stereotypes upheld?
- What is feminism? How do you define feminism?
- What does it mean to identify as a woman? What is a perceived woman’s role? What happens to women who challenge that perception?
- What is toxic masculinity? Who does it hurt and why?
- How is gender assigned? Is that problematic? Why?

Essential Questions:

- How do you define love? What are the important characteristics you believe love must retain?
- What outside forces influence how we love and who we love?
- In order to love, must we relinquish a part of ourselves? Why or why not?

<p><u>Main Texts:</u></p> <ul style="list-style-type: none"> • Various speeches and essays • Chimamanda Ngozi Adichie’s <i>We Should All Be Feminists</i> • “Too Shrill” by Anne Helen Peterson and Hillary documentary • “Being a Man” by Paul Theroux • <i>Wonder</i> directed by Javier Molina • “A Year Without a Name” by Cyrus Grace Dunham <p><u>Summative Assessments:</u> Synthesis One-Pager Short Argumentative Paragraphs</p> <p>Love, Redemption and Empowerment</p> <ol style="list-style-type: none"> 1. <i>Real Women Have Curves</i> 2. “No Name Woman” 3. <i>Lemonade</i> by Beyonce’ 	<ul style="list-style-type: none"> • Do strength and freedom spring from love? Why or why not? <p><u>Main Texts:</u> <i>Lemonade</i> by Beyonce <i>Their Eyes Were Watching God</i> by Zora Neale Hurston</p> <p><u>Summative Assessments:</u> Symbols One-Pager Argumentative Essay</p>
<p>1. Short Stories: focus on evidence paragraphs and literary terms</p> <p><u>Main Pieces:</u></p> <ul style="list-style-type: none"> • “Apollo” by Chimamanda Ngozi Adichie • “Invierno” by Junot Diaz • “Seven” by Edwidge Danticat <p>*possibly “Wretched and The Beautiful” by Kami Ethe</p> <p><u>Summative Assessments:</u> Evidence Paragraph Synthesis Project</p> <p>2. Memoir: focus on theme development</p> <p><u>Main Text:</u> <i>Born a Crime</i> by Trevor Noah</p> <p><u>Summative Assessments:</u> Evidence Paragraph(s) Theme One-Pager Project</p>	<p>1. Graphic Novel: focus on gathering research and argument</p> <p><u>Main Text:</u> <i>Persepolis</i> by Marjane Satrapi</p> <p><u>Summative Assessments:</u> Research and presentation Argumentative Essay</p>
<p>Safety issues and requirements (if applicable): N/A</p>	

Classroom norms and expectations:

Distance Learning Norms

- When you enter a live meeting, please keep your mic muted until you are called on or asked to participate in a smaller breakout session.
- Do not use the chat to comment on topics that we are not currently discussing in a live meeting.

For Example:

DO NOT use chat to tell your friend they have a cute shirt on or their hair looks good today or to make a rude or snarky comment.

DO use chat to ask a clarifying question about the lesson for the morning or to praise your classmates on a job well done when answering a question or sharing an opinion about the class topic or reading for the day.

- If you have a question that you believe will benefit the whole group, please use the hand raising feature so that I can call on you. Also, please use the hand raising feature when we are having a group discussion, so that we can hear each other and not talk over one another.
- If you feel comfortable, please turn your video on. It's nice to have a few faces to look at while I'm talking or teaching a lesson. It also helps

Assignment Norms

- Assignments should be submitted on their due date. If you do not submit on a due date, you will get a reminder from me, and you have a week to turn in an assignment before it is a zero in the grade book.
- If you need more than a week, then you need to pre-arrange it with me.
- If I believe you need to revise an assignment, I will let you know and ask you to resubmit with revisions made within a week of getting the assignment back.
- If you are not asked to revise an assignment, but would like to revise an assignment, these are the guidelines:
 - You received an 85 or below on your assignment
 - You ask me in advance
 - You turn it in within a week of when it was originally returned to you graded.

Evidence of Course Completion

Assessment of Progress and Achievement:
See above under "Course Content/Schedule"

Progress Reports/Report Cards (what a grade means):

Grading Scale

A 90 – 100%
B 80 - 89 %

C 70 – 79%
D 60 – 69%

F 59% or less

Weighted Grades

Formative assessments (classwork): 50%

Summative assessments (writing assignments, projects): 50%

Career Related Learning Experience (CRLEs) and Essential Skills:
See above under “Prioritized National/State Standards”

Communication with Parent/Guardian

What methods are used to communicate curriculum, successes, concerns, etc.?
Canvas, Remind and email

Personal Statement and other needed info

This is an unprecedented time, and life is not “business as usual.” We are all learning a new normal, and remote learning is a new normal we are all being asked to embrace. I understand that there are many challenges and obstacles associated with distance learning, and that many of us cannot wait for the day when we are back in a classroom, learning face to face and socializing with our friends and peers. However, for right now, that is on hold, and my goal this semester is to ensure that I meet you where you are, provide you with enriching learning opportunities, and build a virtual community. I understand that everyone is dealing with their own set of circumstances; therefore, the goal for this semester is to work through this together and to figure out a way to make it work. Key during this time is to *communicate*. You can reach me at fortega@pps.net or through Remind. If you have any questions or concerns about Remind, please let me know. I look forward to getting to know all of you this semester.