

Course Description

Freshman English is designed as an enriching experience in reading, writing, listening, and speaking. This course requires students to read a variety of fictional and nonfictional pieces of varying lengths. Students will analyze characters, identify and explore theme, cite significant evidence, and write engaging narratives as well as clear and coherent expository texts. They will also practice listening and speaking through small group work, formal discussions, and presentations. My goal is to ensure that all students leaving English 1-2 have the literacy skills to be successful throughout their high school careers and beyond. I also hope we have some fun along the way!

Course Goals

1. Read a variety of works about identity, coming of age, and the hero's journey
2. Write to explore theme and character
3. Write to develop engaging narratives
4. Practice the writing process
5. Practice listening and speaking through discussion, group work, and presentations

Priority Common Core State Standards

- RL.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9.2 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.
- RI.9.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone
- W.9.2 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.
- W.9.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- SL.9.1 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.
- L.9.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- L.9.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

Reading

The reading in English 1-2 will take place both in and outside of class. The texts focus on themes such as identity, coming of age, and the hero's journey. The expectation is that students read thoughtfully and grapple with complexity and rigor. We will practice active reading: annotating, questioning, reflecting, interpreting, and analyzing. The Daily Interactive Notebook gives students an organized space to process their reading.

Writing

Throughout this course, students will practice their writing skills. We will work on writing narratives with developed settings, characters, plots, and themes. Additionally, we will work on expository writing in the form of essays and evidence based paragraphs. Formal writing will follow the writing process: brainstorming, drafting, revising, editing, and publishing. Students can expect to write everyday in their Daily Interactive Notebook.

- Timed Writes (essay tests) with opportunities for revision
- Narratives
- Daily Interactive Notebook: quick writes, short answer responses, graphic organizers, creative processing, etc.

Unit Road Map

A professor once told me that a teacher must be *extremely* prepared and *extremely* flexible. The road map below is subject to change!

<i>Unit and Timeline</i>	<i>Text(s)</i>	<i>Assessment</i>
SEMESTER 1		
Unit 1: Elements of Story <i>September 6th - September 26th</i>	Students will read a variety of short stories and examine the elements of story in each: Setting, Character, Plot, Conflict, and Theme. <ol style="list-style-type: none">1. "The Story of an Hour" by Kate Chopin2. "Through the Tunnel" by Doris Lessing3. "The Scarlet Ibis" by James Hurst	<ul style="list-style-type: none">● Timed Write: 2 TISAS Paragraphs
Unit 2: The Hero's Journey <i>September 30th - November 18th</i>	<ol style="list-style-type: none">1. "The Odyssey" by Homer and the graphic novel edition by Garreth Hinds2. "Monomyth: a heroic journey" by Joseph Campbell3. A variety of short pieces, poems, and non-text media that also follow a hero's journey	<ul style="list-style-type: none">● Hero's Journey Narrative● TISAS Paragraph
Unit 3: The Book of Unknown Americans <i>December 2nd - January 21</i>	<ol style="list-style-type: none">1. <i>The Book of Unknown Americans</i> by Cristina Henríquez2. Nonfiction texts about immigration3. Poetry and non-text media about immigration	<ul style="list-style-type: none">● Timed Write: Character Essay● Narrative
Unit 4: The Writing Process <i>January 7th - January 17th</i>	Our own essays and narratives	<ul style="list-style-type: none">● Polished essay from Semester 1

SEMESTER 2		
Unit 5: Poetry <i>January 29th - February 21st</i>	A variety of poems including Shakespearean sonnets and contemporary poetry	<ul style="list-style-type: none"> ● Personal Poetry Collection
Unit 6: <i>The Catcher in the Rye</i> <i>February 25th - April 3rd</i>	<ol style="list-style-type: none"> 1. <i>The Catcher in the Rye</i> by J.D. Salinger 2. Nonfiction texts related to adolescence, identity, and coming of age 	<ul style="list-style-type: none"> ● Timed Write: Character Essay ● Socratic Seminar
Unit 7: The Tragedy of Romeo and Juliet <i>April 8th - May 8th</i>	<ol style="list-style-type: none"> 1. <i>The Tragedy of Romeo and Juliet</i> by William Shakespeare 2. Nonfiction texts about the history of Elizabethan theater and Shakespeare 3. Poetry 	<ul style="list-style-type: none"> ● Timed Write: Theme Essay ● Socratic Seminar
Unit 8: Personal Portfolio <i>May 12th - June 2nd</i>	Our essays, narratives, poetry, and notebook work	<ul style="list-style-type: none"> ● Personal Portfolio

GENERAL CLASSROOM INFORMATION, GUIDELINES AND POLICIES

Grading:

60% Essays, Timed Writes, Major Writing Assignments

Essays, Timed Writes, and Major Writing Assignments will be scored using a four point rubric aligned with common core state standard(s). Students will have access to these scoring rubrics before beginning their assessments.

25% Daily Class Work (Including Daily Interactive Notebook, homework assignments, group projects)

The Daily Interactive Notebook (DIN) will always be scored using a consistent four point scoring rubric.

15% Tests Quizzes (Reading Comprehension, Vocabulary, Unit Tests, Final Exam)

Points correct on Reading Comprehension, Vocabulary, Unit Tests, and Final Exams will be translated to a four point scoring rubric.

Final Mark	Score Patterns	Notes/Rationale
A	A mix of 4 and 3 marks with 50% or more of the marks being 4. No 2 or 1 marks.	Student consistently exceeds the minimum level of proficiency on determined standards.
B	A mix of 4 and 3 marks with 25% or more of the marks being 4. No 2 or 1 marks.	Student often exceeds the minimum level of proficiency on determined standards.
C	A mix of 4 and 3 marks. No 2 or 1 marks.	Student meets minimum proficiency in all determined standards in order to earn a C in the course.
D	A mix of 4, 3, 2, and 1 marks with no more than 33% of the marks being 1.	Student does not meet the minimum proficiency on all determined standards and may struggle when moving on to the next level.
F	A mix of 4, 3 and 2 marks with more than 33% of the marks being 1.	Student has not yet gained a minimum level of proficiency on determined standards and will most likely struggle when moving on to the next level.

Daily Interactive Notebook:

Part of your Daily Class Work grade will depend on you keeping and organizing work in a spiral notebook. You will keep this notebook for the entire school year and will be organizing units, daily activities, and general protocols/strategies for reading and writing. The notebook will be collected after each unit of study and will be worth 25% of a student's grade.

Due Date and Late Work Policy:

1. ALL assignments are **due at the beginning of class on the day specified**, unless otherwise indicated.
2. If you are absent on a due date of an assignment due to an absence (sickness, emergency), the assignment is **due on the day you return to class**. If you have a pre-arranged absence (field trip, vacation, etc.) you must still turn in the assignment that day, which can be done in the following ways:
 - a. Send your assignment with a peer.
 - b. Ask a teacher or secretary to place the assignment in my mailbox before you leave.
 - c. Email the assignment to jsouza@pps.net or upload onto Google Classroom depending on the assignment.
3. If you have an ABSENCE, you have time to make up work for full credit. Stay in the loop by asking for missing work, communicating with peers, and making use of Google Classroom. If you missed a test or quiz, make it up promptly (before or after school, tutorial time). *The key is to stay in communication with me and your peers.*

Behavioral Expectations:

Students are expected to conduct themselves in the classroom with integrity and honesty, including but not limited to:

- Adhere to Franklin's STRONG behavioral matrix (see Student Handbook).
- Attend class daily and punctually.
- Bring all necessary materials.
- Complete assignments, including readings.
- Keep distractions such as food and electronic devices out of the classroom.
- Keep work from other classes put away.
- Be honest in all matters of scholarship. Please review and sign the Academic Honesty Policy.
- Ask for help.
- Be respectful to others, their ideas, and their right to learn.

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. Communicate with Parent/Guardian via email or phone call.
4. Write a Synergy Referral to myself to document the behavior and possibly involve other supports (Climate Dean, Counselors, etc.)
5. Complete an Office Discipline Referral and have a conference with a school administrator.

Required Supplies:

- 1 to 3 Subject Spiral Notebook with college-ruled paper (at least 80 pages)
- Blue or black ink pens, pencils

Beneficial (but not required)

- Glue-sticks
- Sticky notes and highlighters for marking text

Differentiation/Accessibility Strategies and Support (TAG, ELD, SpEd, Other):

In general, there are many aspects of AP English Literature that lend themselves to differentiation for students with a variety of skill levels and needs. Open-ended writing assignments, graphic organizers, small group work, and opportunities to revise assessments allow students equal access to learning and equal opportunity to demonstrate what is known.

- **Students receiving Special Education services:**

Accommodations indicated by Individual Education Plans and 504 plans will be made in cooperation with students, special education teachers, and parents/guardians. Some standard accommodations include, but are not limited to, use of available technology, additional scaffolding, and extended time to write.

- **Students receiving English Language Development services:**

Strategies used in this class to address the needs of students receiving English Language Development services Include:

- Posting clearly defined language and content learning targets
- Emphasizing key vocabulary using visuals and total physical response
- Using a variety of techniques to make language comprehensible (clear explanation of tasks, slower speech, increased wait time for student responses, gestures)
- Providing frequent opportunities for student interaction (pair-shares, small and large group work)
- Using activities that integrate reading, writing, speaking, and listening
- Providing regular feedback

- **Students identified as 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 writing prompts, flexible grouping, and Socratic seminar.

The differentiation strategies used in this course are based on the evidence received through multiple formative assessments. Formative assessments include think-pair-shares, oral questioning, Socratic Seminar, informal writing and processing, Progressive Carousels and other small group work. The Daily Interactive Notebook acts as a living document of formative assessments. Summative assessments include, but are not limited to, essays, narratives, and Socratic seminars.

Questions or concerns?

By email: jsouza@pps.net (email is the most efficient way to reach me)

By phone: 503-916-5140 ext. 84137

Office: S151 (prep during 4th and 5th period)

Classrooms: M218 (Periods 1 and 2) and M219 (Periods 6, 7, and 8)