

Spaulding High School 2021-2022

Course Title: Challenging Dynamics: Personal Growth (English 306)

Department: English

Teacher Contact Information:); Alicia Tosi, atosishs@buusd.org; ext.2209

Department Chair Contact Information: Sue Brennan, sbrenshs@buusd.org; ext. 2216

Course Description:

This semester-long intervention course reinforces and continues the development of reading, writing, speaking, and listening skills. Through close reading, interactive discussion, and type II writes, students will examine real-life themes such as wellness, family dynamics, and learning challenges. Encountering new vocabulary, students will continue to develop context reading skills and comprehension of words and phrases by discovering meaning and applying knowledge to practical situations. Ultimately, students will connect themes discussed throughout the semester to draft, revise, and develop essays.

Essential Questions:

- ★ How can literature about personal growth develop personal empathy?
- ★ How do you find your path in your family?
- ★ How are families different in some ways and similar in other ways?
- ★ How is it possible to separate from family and not let them rule you?

Units of Study:

- ★ Personal Narrative Essay--Who are you?
 - Various sample essays
- ★ Explanatory Essay
- ★ Units will depend on student interest, but will cover the following topics:
 - wellness, family, education, survival
- ★ Final Project: Mini-Research project and presentation --topics **TBD**

Learning Tasks:

We will be doing weekly learning tasks in the areas of all course standards (including: vocabulary & grammar, close readings, Type IIs, etc.). While these assignments are not "graded," they will assist the students in learning the materials. Should a student wish to reassess, he/she will need to show completed learning tasks.

Assessment/Reassessment:

Performance indicators will be assessed at the end of each unit, using a graduated system. For example, the first major unit will be highly guided. This means students will be doing assessments with the teacher and their peers. Students will be able to show proficiency with support. The next major unit will be less guided, but it will still contain support to reach proficiency. Students will then have a minimum of two opportunities to show proficiency independently. It is the independent assessments that will determine a student's progress with the standards.

Students should reassess as needed in order to reach proficiency. This will become increasingly important with the independent assignments. Students will be required to fill out a reassessment agreement with me that will outline why the student would like to reassess and what the student will do to prepare for his/her reassessment. Reassessments must be accomplished before the end of the current Progress Report, and advisory time should be used to conference with me in regards to student's progress.

Classroom Expectations:

The creation and maintenance of a safe, respectful, and productive learning environment is essential. To this end, each student is expected to:

- Wear a mask
- Show respect for themselves and others (including the classroom and its contents).
- Accept responsibility for one’s own learning.
- Be mindful of attendance.
- Arrive on time and prepared (with appropriate text & materials).
- Put their best effort forward in both individual and group work.
- Complete all assessments (formal and informal) by the decided deadline.
- Follow all school and classroom rules (see *Student & Parent Handbook*).
- Commit to developing a growth mindset.

Cell Phones/Personal Electronic Devices Policy:

While cell phones and other personal devices have important uses in the 21st century, they are not required for the successful completion of this course. It is my expectation that all of these devices are out of sight during class; you will be asked to store them appropriately in a designated organizer. If you have an academic or critical need to use your device, please ask first and be ready to explain what that need is. Chromebooks should be brought to class and sufficiently charged. There are places for students to charge in classs, but not all Chromebooks can charge at the same time, so please try to charge them during advisory time.

Replacement cost(s): varies; average replacement cost is around \$12/book

List of Assessed Course Standards:

Please see attached list of course standards with corresponding performance indicators.

Permissions:

We will be watching films to enrich our understanding of unit-specific essential questions and social issues. Some of these films are quite intense and are rated as such. If you have concerns about these films, please don’t hesitate to speak to me.

I have read and understand the attached syllabus. I know how to contact the teacher and/or access the syllabus in the future should questions arise.

Student’s Name: (please print) _____

Student’s Signature: _____ Date: _____

Parent’s/Guardian’s Signature: _____ Date: _____

**SHS English Department
Course Standards and Performance Indicators**

STANDARD	PERFORMANCE INDICATORS
<p><u>READING:</u> (Students will comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts)</p>	<ul style="list-style-type: none"> • R.a. Cite evidence to support analysis • R.b. Determine central idea/theme <p>Demonstrate proficiency in at least two of the remaining performance indicators:</p> <ul style="list-style-type: none"> • R.f. Determine author’s purpose • R.j. Participate in an out-of-class book group
<p><u>WRITING:</u> (Students will produce clear and coherent writing for a range of tasks, purposes, and audiences.)</p>	<ul style="list-style-type: none"> • W.b. Write explanatory essays to support claims with multiple, relevant sources <p>Demonstrate proficiency in at least two of the remaining performance indicators:</p> <ul style="list-style-type: none"> • W.c. Write narratives • W.d. Use the writing process • W.f. Use reflection/metacognition
<p><u>SPEAKING AND LISTENING:</u> (Students will indicate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively.)</p>	<ul style="list-style-type: none"> • S/L.a. Refer to evidence from text <p>Demonstrate proficiency in at least one of the remaining performance indicators:</p> <ul style="list-style-type: none"> • S/L.b. Operate effectively in a group • S/L.c. Respond thoughtfully and respectfully
<p><u>PRESENTATION:</u> (Students will present information, findings, and supporting evidence conveying a clear and distinct perspective.)</p>	<ul style="list-style-type: none"> • P.a. Develop a clear line of reasoning <p>Demonstrate proficiency in at least one of the remaining performance indicators:</p> <ul style="list-style-type: none"> • P.c. Use audience/purpose awareness • P.d. Use digital media to enhance presentation
<p><u>LANGUAGE:</u> (Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.)</p>	<ul style="list-style-type: none"> • L.a. Demonstrate command of conventions • L.e. Acquire and use academic vocabulary <p>Demonstrate proficiency in at least one of the remaining performance indicators:</p> <ul style="list-style-type: none"> • L.c. Determine the meaning of words/phrases • L.f. Demonstrate vocabulary independence

***The Reading & Writing Standards are required; therefore, they must be PROFICIENT to earn a PROFICIENT for the course**