

Spaulding High School 2021-2022

Course Title: Literature of War

Department: English

Teacher Contact Information: Brandi Dewey (Room 214); bdeweshs@buusd.org; ext. 2214

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

Course Description:

Students will examine and explore various themes and concepts of war, including but not limited to the issues of war, the men and women involved in war conflict, the families left behind, the innocent victims of war, and war itself. In addition, students will explore social and historical issues pertaining to war, including “just war” principles and the tactics of war. The course will include the reading and discussion of nonfiction, fiction, and poetry, as well as oral histories and some film study.

Essential Questions:

- ★ How does war shape narrative and literature?
- ★ How does war influence individuals and society?
- ★ How is the experience of war both individual and universal?
- ★ How can creativity emerge from destruction?

Units of Study and Literature (subject to change):

- ★ Personal Narrative (College Essay)
 - Various sample essays and Creative Non Fiction short stories
- ★ The World Wars - The Absurdity of War and The Lasting Impact of Conflict
 - World War I poetry
 - *Slaughterhouse-Five*, Kurt Vonnegut
- ★ Vietnam Conflict - The Destruction of the Soldier and the Morality of War
 - *The Things They Carried*, Tim O’Brien
- ★ Modern Conflicts - (possible texts) Clashing Realities, Changing Cultures
 - *Sunrise Over Fallujah*, Walter Dean Myers
 - *The Yellow Birds*, Kevin Powers

- ★ Final Project - TBD, but will connect to the final unit

Learning Tasks:

We will be doing weekly learning tasks in the areas of all course standards (including: vocabulary & grammar packets, 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 practice 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 supports 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 will be allowed and are encouraged to reassess 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 should be done in a timely manner (within two weeks of original assessment) and advisory time should be used to conference with me in regards to student's progress.

Classroom Expectations:

- Learning expectations - The most important classroom expectation is that everyone **attempts every assignment**, knowing that continued practice leads to improved learning and success. This includes **completing all reading assignments**, which are generally the basis for other learning tasks.
- Cell phone expectations - 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. If you have an academic or critical need to use your device, please ask first and be ready to explain what that need is. Playing games during class is not acceptable at any time.
- Chromebooks - They should be brought to class and be sufficiently charged. **Charging Chromebooks during class is not possible.** Playing games during class is not acceptable at any time.
- Behavioral expectations - Follow all school rules listed in the student handbook, AND follow class contract (we will develop this together).
- Supports - Students should seek help from teachers during academic advisory time. This is also a time for you to complete assignments
- "Passes" - In lieu of orange hall passes, please fill out the form found on the Google classroom anytime you need to leave the classroom. Only one student is allowed out of the classroom at a time (unless otherwise approved by the teacher). Teacher permission is required.

Academic Honesty:

1. Academic dishonesty includes, but is not limited to:
 - a. Copying work from another student (past or present)
 - b. Sharing one's work with another student
 - c. Copying work from the internet without proper citation and/or paraphrasing.
 - d. Re-submitting previously submitted work
2. Infractions will result in Office Referrals and communication with parent/guardian for all students involved. Infractions will be documented and tracked across the school in all of a student's classes.
3. Infraction consequences may include:
 - a. Redoing the assignment
 - b. Loss of ability to earn Exemplary on those indicators/assignments
 - c. Loss of embedded honors (Academic Dishonesty is not honorable)
 - d. Loss of eligibility in NHS or Scholarships
 - e. Failure in the course

List of Assessed Course Standards:

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

**SHS English Department
Course Standards and Performance Indicators
Grades 11-12, Year A**

STANDARD	PERFORMANCE INDICATORS
<p><u>READING*</u>: (Students will comprehend, interpret, analyze, and evaluation 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.c. Analyze complex ideas <p>Demonstrate proficiency in at least one of the remaining performance indicators:</p> <ul style="list-style-type: none"> ● R.d. Determine word phrase/meaning ● R.e. Analyze text structure ● R.f. Determine author’s purpose ● R.j. Participate in a reading 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 rhetorical analysis/explanatory essays <p>Demonstrate proficiency in at least one of the remaining performance indicators:</p> <ul style="list-style-type: none"> ● W.c. Write narratives ● W.e. Use technology as a writing tool ● W.f. Use reflection/metacognition
<p><u>SPEAKING & 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"> ● *SL.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"> ● SL.b. Operate effectively in a group ● SL.e. Evaluate speaker’s point of view
<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.d. Use digital media to enhance presentation ● P.e. Adapt speech to context/task
<p><u>LANGUAGE</u>:</p>	<ul style="list-style-type: none"> ● *L.a. Demonstrate command of conventions

(Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.)	<ul style="list-style-type: none"> ● *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**

**Spaulding High School
2021-2022 Overall Course Performance Grading Guideline**

COURSE PERFORMANCE RATING	GPA Value	GRADING CRITERIA
Exemplary	4.0	<ul style="list-style-type: none"> ● All standards are Exemplary or Proficient, AND ● Majority of standards are Exemplary
Partially Exemplary	3.5	<ul style="list-style-type: none"> ● All standards are Exemplary or Proficient, with at least one standard being Exemplary
Proficient	3.0	<ul style="list-style-type: none"> ● All standards are Proficient
Partially Proficient	2.5	<ul style="list-style-type: none"> ● All required standards are Exemplary or Proficient, AND ● Majority of standards are Proficient, AND ● No standards are Beginning or Insufficient Evidence
Developing	2.0	<ul style="list-style-type: none"> ● Majority of standards are Developing.
Beginning	1.0	<ul style="list-style-type: none"> ● Majority of standards are Beginning.
Insufficient Evidence	0.0	<ul style="list-style-type: none"> ● Majority of the standards are Insufficient Evidence.

*Honors and AP courses would add an additional 0.33 to the GPA score.

The guideline is used to assess an overall course performance. When the guideline does not completely represent the situation, professional discretion will be used.

Guidelines for Incompletes:

- The student has extenuating circumstances.
- The student has arranged a reasonable plan with the teacher (such as a contract).
- Incompletes will be granted for a two-week period. Additional extensions may be granted with the permission of the department chair if a student is making reasonable progress.

Course Title: Literature of War

Department: English

Teacher Contact Information: Loesch (Room 214); sloesshs@buusd.org; ext. 2214

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

Permissions:

We will be watching films to enrich our understanding of unit-specific essential questions. Some of these films are quite intense and may be rated R. If you have concerns about your child watching these films, please don't hesitate to speak to me so we can determine an alternate plan.

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

Parents: My student has permission to watch films that may be intense; depicting scenes of war, and are rated R.

Student's Name: (please print) _____

Student's Signature: _____ Date: _____

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