

**Spaulding High School**  
**2021-2022 Course Syllabus**

**Course Title:** Freshman Humanities English

**Department:** English

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## **Course Description**

Freshman Humanities is a semester-long survey course designed to ensure a productive and successful transition to high school, along with providing a solid foundation for high school English. Through the study of literature, informational text, and digital media, students will explore major themes and essential questions about the human condition over a broad period of time across the globe. Students will have opportunities to practice and demonstrate proficiency in skills and content area standards.

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## **Units of Study & Essential Questions**

### I. The Purpose of Storytelling

- How can I become a more effective and confident reader, writer, and speaker?
- What are the elements of a good story?
- Why do we tell stories?

### II. Power, Privilege, and Responsibility

- How can language be used to either manipulate or inspire?
- What are the elements of a dystopian society?
- How do themes enhance understanding and meaning of our lives?

## **Ongoing Units of Study:**

### I. Vocabulary

- Why is it important to acquire and accurately use vocabulary?
- What strategies help you determine the meaning of words?

### II. Grammar

- What are the conventions of standard English grammar and usage?
  - How do you use standard English conventions effectively?
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## **Texts\*:**

- *Illegal* by Eoin Colfer & Andrew Donkin
- *Animal Farm* by George Orwell
- Supplemental handouts

**\*NOTE:** In the event of a lost or damaged book, the student and his or her parents/guardians are responsible for replacement costs.

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## **Learning Tasks**

- Those assignments not designated as assessments are considered “learning tasks” and may include both in-class and out-of-class work.
- Learning tasks serve to further your own learning, prepare you to fully participate in class, and guide you toward proficiency in the course standards.

## Assessment/Reassessment

- Standards and their respective performance indicators will be assessed in each unit, using the graduated system outlined below.
  - The first major unit will be highly-guided. This means students will be doing assignments with the teacher and their peers. Students will work toward demonstrating proficiency with support.
  - The next major unit will be less-guided, but it will still contain supports to reach proficiency.
  - In subsequent units, students will have opportunities to show proficiency independently. It is the independent assessments that determine a student's overall progress on each standard and ultimately their final grade in the course. With rare exception, students must complete formative assessments before they are able to attempt an independent assessment.
  - Students will be allowed and are encouraged to reassess in order to reach proficiency. This will become increasingly important in the independent unit. Students must discuss a plan for additional preparation for reassessments.
  - Reassessments must be done in a timely manner (within two weeks of original).
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## Classroom Expectations:

- Cell phones: 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. Texts to family and friends, even for reasons such as transportation after school, do not qualify as a critical need.
- Chromebooks: Chromebooks should be brought to every class and sufficiently charged. If for whatever reason your Chromebook is not ready for class, it is your responsibility to sign out a back-up Chromebook before class begins. Your habits regarding your Chromebook use and readiness can affect your ability to meet proficiency in class.
- Academic dishonesty: Academic dishonesty includes, but is not limited to copying work from another student (past or present), sharing one's work with another student, copying work from the internet without proper citation and/or paraphrasing, re-submitting previously submitted work. Infractions will result in office referrals and communication with parents/guardians for all students involved. Infraction consequences may include:
  - Redoing the assignment
  - Loss of ability to earn Exemplary on indicators/assignments
  - Loss of embedded honors
  - Loss of eligibility in NHS or scholarships
  - Failure in the course
- Safety protocols: These may change throughout the course of the year as guidance is updated, but for now, please wear your mask over your nose and mouth at all times, don't leave any possessions unattended, and don't eat/drink anything in class (other than water).
- Participation: Students are expected to participate in class and should be available for working with teachers during school hours. Participation includes asking questions, contributing ideas, completing work on time, reading and responding to feedback, and reassessing when needed.

- **Communication:** Please communicate with me should you ever need assistance in class. I am always available and happy to help you, but I don't always know it is needed unless you advocate for yourself. (Email is a great tool for communication.)

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**List of Assessed Course Standards:**

In order to achieve proficiency on an individual course standard, a student must meet the criteria listed within that standard by the end of the year.\* For more information regarding course credit and required standards, please see the *2021-2022 Overall Course Performance Grading Guideline* in this packet (it can also be found on the school's website at [spauldinghs.org](http://spauldinghs.org))

STANDARD	PERFORMANCE INDICATORS
<p><u>READING (required standard):</u> Students will comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts</p>	<p>Demonstrate proficiency in both of the following:</p> <ul style="list-style-type: none"> <li>• Ra Cite evidence to support analysis</li> <li>• Rc Analyze elements of literature</li> </ul> <p>AND demonstrate proficiency in at least one of the following:</p> <ul style="list-style-type: none"> <li>• Rf Determine author's purpose/point of view</li> <li>• Rg Analyze multiple interpretations</li> <li>• Rj Participate in outside reading group</li> </ul>
<p><u>WRITING (required standard):</u> Students will produce clear and coherent writing for a range of tasks, purposes, and audiences.</p>	<p>Demonstrate proficiency in the following:</p> <ul style="list-style-type: none"> <li>• Wb Write explanatory/informational essays</li> </ul> <p>AND demonstrate proficiency in at least one of the following:</p> <ul style="list-style-type: none"> <li>• Wd Use the writing process</li> <li>• Wf Use reflection/metacognition</li> </ul>
<p><u>SPEAKING AND LISTENING:</u> Students will initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively.</p>	<p>Demonstrate proficiency in the following:</p> <ul style="list-style-type: none"> <li>• SLa Refer to evidence from text</li> </ul> <p>AND demonstrate proficiency in at least one of the following:</p> <ul style="list-style-type: none"> <li>• SLb Operate effectively in a group</li> <li>• SLc Respond thoughtfully to diverse perspectives</li> </ul>
<p><u>PRESENTATION:</u> Students will present information, findings, and supporting evidence conveying a clear and distinct perspective.</p>	<p>Demonstrate proficiency in the following:</p> <ul style="list-style-type: none"> <li>• Pa Develop a clear line of reasoning</li> </ul> <p>AND demonstrate proficiency in at least one of the following:</p> <ul style="list-style-type: none"> <li>• Pc Use audience/purpose awareness</li> <li>• Pd Use digital media to enhance presentation</li> </ul>
<p><u>LANGUAGE:</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Demonstrate proficiency in the following:</p> <ul style="list-style-type: none"> <li>• La Demonstrate command of conventions</li> </ul> <p>AND demonstrate proficiency in at least one of the following:</p> <ul style="list-style-type: none"> <li>• Lc Determine the meaning of words/phrases</li> <li>• Le Acquire and use academic vocabulary</li> </ul>

**\*NOTE:** The reading and writing standards are required standards, meaning they must be Proficient by the end of the year in order to receive credit for the course. Of the three remaining standards, only one additional standard must be Proficient. (The two other standards must be at least Developing and all remaining performance indicators must be at least Beginning in order to earn course credit.)

## 2021-2022 Overall Course Performance Grading Guideline

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

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

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### 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.