

Spaulding High School 2020-2021 Course Syllabus

Course Title: Freshman Humanities

Department: English

Teacher Contact Information: Mya Violette | 476-4811, ext. 2218
mviolshs@buusd.org | 476-4811, ext.
2218

Department Chair Contact Information: Sue Brennan | 476-4811, ext.
2216

sbrenshs@buusd.org

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, including reading, writing, speaking and listening, and presentation.

Embedded Honors Credit

At the conclusion of unit one, any motivated and self-disciplined student seeking a more rigorous experience can elect to participate in the honors English credit option (details to be provided on a separate [document](#)). Honors students will be expected to display academic achievement and leadership.

Topics/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?
- How do themes enhance understanding and meaning of our lives?

II. Power, Privilege, and Responsibility

- How can language be used to either manipulate or inspire?
- What are the elements of a dystopian society?

III. Conflict, Decisions, and Consequences

- What is the relationship between actions and consequences?
- How are individuals shaped by the consequences of actions?
- How much control do individuals have over their own destiny?
- How do themes enhance understanding and meaning of our lives?

Language Study

Vocabulary and grammar instruction will be embedded into each unit of study.

Texts/Materials

- *Illegal* by Eoin Colfer and Andrew Donkin
- *Animal Farm* by George Orwell
- *Romeo & Juliet* by William Shakespeare

NOTE: In the event of a lost or damaged book, the student and his or her parents/guardians are responsible for replacement costs. The **average** cost of replacing a lost or damaged book for this course is \$12.

Learning Tasks

- Those assignments not designated as assessments are considered “learning tasks.”
- Learning tasks serve to further your own learning, prepare you to fully participate in class, and guide you toward proficiency in the course standards.
- Completion of learning tasks allows your teacher to monitor and provide feedback on your progress towards proficiency.

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 a minimum of two 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.
- Students will be allowed and are encouraged to reassess in order to reach proficiency or exemplary. This will become increasingly important with the independent assignments. Students must discuss a plan for additional preparation for reassessments.
- Reassessments MUST be done in a timely manner (within two weeks of original assessment). Please schedule an appointment with your teacher if you need to review skills or conference about assignments.

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 allowed. Playing games during class is not acceptable at any time. If your chromebook breaks, it is your responsibility to contact the school's technology support. Playing games during class is not acceptable at any time.
- Food - At this point in time, I'm not aware of any serious food allergies in my classroom, so food is allowed. Please pick up after yourselves and wipe down your table when you're done.
- Behavioral expectations - Follow all school rules listed in the [student handbook](#).
- Supports - Students have 50 minutes set aside every day for academic advisory. This is when you should be accessing extra help, making up missed assignments, or working on current assignments. Sign up on the white board if you would like to meet with me during advisory.
- 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).

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

Grading: List of Assessed Course Standards

In order to achieve an individual course standard, a student must meet the criteria listed within that standard by the end of the class. 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. For more information regarding course credit and required standards, please see the *2019-2020 Overall Course Performance Grading Guideline* found on the school's website at spauldinghs.org

STANDARD	PERFORMANCE INDICATORS
<p><u>READING:</u>*</p> <p>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 ideas and themes <p>Demonstrate proficiency in at least one of the remaining performance indicators:</p> <ul style="list-style-type: none"> ● R.f. Determine author's purpose/point of view ● R.g. Analyze Multiple Interpretations ● R.j. Participate in a Reading Group - required for honors
<p><u>WRITING:</u>*</p> <p>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/informational essays <p>Demonstrate proficiency in at least one of the remaining indicators:</p> <ul style="list-style-type: none"> ● W.d. Use the writing process ● W.f. Use reflection/metacognition
<p><u>SPEAKING AND LISTENING:</u></p> <p>Students will initiate 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.c. Respond thoughtfully to diverse perspectives

<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> 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 <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.e. Acquire and use academic vocabulary

* = Required Standards

NOTE: Students must demonstrate at least a “Beginning” level on all performance indicators to earn course credit (no PI’s can be “No Evidence”)

STUDENT RELEASE

Dear Parent/Guardian:

I am a participant this school year in an assessment to certify teachers as accomplished practitioners in teaching. My participation in this assessment, which is being conducted by the National Board for Professional Teaching Standards (the **National Board**), is voluntary. The primary purposes of this assessment are to make decisions about whether a teacher demonstrates knowledge and practice expected of an accomplished teacher, improve student learning and encourage excellence in teaching.

This assessment requires that I submit short audiovisual recordings and/or photographs of lessons being taught in your child’s class. Although the recordings/photographs will show or involve students, the primary focus is on my instruction, not on the students. In the course of this assessment, your child’s image and voice may be recorded on the video, and your child may be photographed, with the recordings/photographs then submitted to the National Board. My submissions (the **Submissions**) will also include my written commentary sheets, instructional materials, essays, classroom plans, assignments, and commentary.

In addition, as part of the assessment, I may be asked to submit samples of student work (the **Student Work**) to demonstrate my teaching practices, which could include some of your child’s work. No students’ last

names will appear on any materials or in any recordings that I submit as part of my assessment.

The National Board has broad rights to use my Submissions, and I assign to the National Board all of my rights in and to those Submissions. The National Board also obtains certain rights with respect to the Student Work that I submit. The National Board may use my Submissions and the Student Work, in its discretion, to further its mission of promoting excellence in education and teaching. For instance, in addition to uses related to my assessment by the National Board and any third-parties who assist in the assessment process, the National Board may post the Submissions and Student Work in a password-protected online database where they can be accessed by others for educational, research, and professional development purposes, and it may use the Submissions and Student Work in National Board works and publications. The National Board may receive fees from those to whom it grants access to the Submissions and Student Work. These uses may make my Submissions and the Student Work available for viewing by a broad range of individuals, educators, and students. Again, however, your child's last name would not be disclosed in the Submissions or the Student Work.

I am writing to request your permission for me to disclose to the National Board recordings and photographs that may include your child's voice or image, to be used and disclosed by the National Board only in accordance with the terms of this letter and the enclosed Student Release Form. By providing permission, you will also be granting the National Board a perpetual, irrevocable and royalty-free license to use any Student Work by your child that I submit as part of my assessment, and to have and to use any copyright, rights of publicity, and other rights associated with any Student Work, and you will be releasing the National Board from all claims (including invasion of privacy) in connection with its use of the Submissions or Student Work.

If you agree to your child's participation in the activities as outlined above and the National Board's right to use the Submissions and Student Work in the manner described in this letter, please sign the enclosed Student Release Form. I will retain this form documenting your permission and may provide it to the National Board upon request. If you do not consent to your child's participation, your child will be out of view in making the recordings and photographs, and I will not include your child's work in the Student Work I submit. Thank you very much.

Sincerely,

Mya Violette

Student Release Form

(to be completed either by the parents/legal guardians of minor students who are involved in this assessment or by students who are more than 18 years of age and are involved in this assessment)

Student Name:

School Name and Teacher Name:

Your Address:

I am the parent/legal guardian of the child named above. I have received and read the letter that accompanied this form (the Letter), regarding a teacher assessment being conducted by the National Board for Professional Teaching Standards (National Board), and I agree to the following:

- I DO** give permission to you and the school referenced above to record my child's image and voice on

video and take photographs as my child participates in a class conducted at

_____ (Name of School), by

(Teacher's Name); and to provide copies of such recordings and photographs to the National

Board; I also give you and the school permission to provide the National Board with copies of

materials that my child has produced or may produce as part of class activities, all on the terms and conditions described below:

1. My child's last name will not appear on or in any recordings,

photographs or school works that

are submitted to the National Board.

2. The National Board may use the materials that you submit to the National Board only for the purposes and on the terms described in the Letter.

3. The National Board may disclose copies of the materials that you submit to the National Board: (a) to individuals who access a National Board password-protected database for educational, research or professional development purposes; and (b) in National Board works or publications in which such materials might be included.

- **I DO NOT** give permission to you to record my child's image or voice or to reproduce or disclose to the National Board materials that my child may produce as part of class activities.

Parent/Guardian Signature:

Date:

I am the student named above and am more than 18 years of age. I have read the letter that accompanied this form (the Letter), regarding a teacher assessment being conducted by the National Board for Professional Teaching Standards (National Board), and I agree to the following:

- I DO** give permission to you to record my image and voice on video and take photographs of me as I participate in a class conducted at _____ (Name of School), by _____ (Teacher's Name); and to provide copies of such recordings and

photographs to the National Board; I also give you and the school permission to provide the

National Board with copies of materials that I have produced or may produce as part of class

activities, all on the terms and conditions described below:

1. My last name will not appear on or in any recordings, photographs or school works that are submitted to the National Board.
 2. The National Board may use the materials that you submit to the National Board only for the purposes and on the terms described in the Letter.
 3. The National Board may disclose copies of the materials that you submit to the National Board: (a) to individuals who access a National Board password-protected database for educational, research or professional development purposes; and (b) in National Board works or publications in which such materials might be included.
- I DO NOT** give permission to you to record my image or voice or to reproduce materials that I may produce as part of classroom activities.

Student Signature:

Date: Date of Birth:

© 2016 National Board for Professional Teaching Standards | All rights reserved.