



Fairfield Ludlowe High School - Fairfield Warde High School

CALL OF THE WILD

Insert Teacher Name

Insert Room Number

Insert Full Year/Semester

Insert Period

Insert Email Address

COURSE DESCRIPTION

Students will read literary depictions of the natural world from varied cultural and literary traditions, and across a wide range of genres. All reading and analysis for this course requires an introspective spirit and the ability to make productive connections among various texts to perceive and articulate common themes, ambiguities, and tensions. Call of the Wild challenges students to grow their own sensory awareness and deepen their relationships with nature. To this end, participation in some field experiences will be expected, both independently and as a class. Students will document their field experiences with field journal writing and develop some of these notes into more formal narrative reflections. Analytical and nature-writing skills will be developed and consistently required. All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio.

COURSE OBJECTIVES

Students should:

- further develop their collaborative skills by participating in serious class discussion which demands alert listening and substantive responding.
 - identify and articulate their own values and attitudes towards nature – related themes and topics of the course through introspection fostered by ongoing collaborations, their extensive class notes about readings, class discussions, impromptu writing, and formal writing assignments.
 - construct a glossary from readings and discussions comprised of vocabulary specific themes of the course.
 - develop sophisticated analytical reading skills for fiction and non-fiction that include identification of theme, purpose, and narrative style.
 - write well-organized, concise, and well-supported expository essays in nature which incorporate the themes of the course.
 - write well-organized, concise, and well-supported narrative essays about their own experiences in nature which reflect an understanding of nature writing and which may be used as the basis for a college essay.
 - document and reflect upon independent experiences in local natural settings by keeping a field journal.
 - conduct an independent study stemming from the focus questions of the course and deliver an engaging presentation on that project.
 - demonstrate a willingness and some ability to participate in all of the experiential components of the course.
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UNITS OF STUDY

- The Portfolio
- Unit 1: Narrative Journeys into the Wild
- Unit 2: The Journey Home: Rewilding Ourselves

COURSE POLICIES AND REQUIREMENTS

GRADING

Cumulative/ In- Progress Grading

- 10% of the grade will be based on formative assessments, homework completion, or behavior (see FPS BOE [Policy 6154.1AR](#))
- 90% will be based on assessments

End of Course Grade

- 80% of the overall course grade will reflect the student's mastery of course content and skills during the school year through the Cumulative/In-Progress Grade.
- 20% of the Semester course grade will be based on the Final Assessment.

In addition, please see [Policy 6146.1AR](#) for additional information on grade reporting and late work.

MATERIALS

Insert Course Materials Here (ie. Textbook, Binder, Calculator, Highlighters)

EXPECTATIONS OF STUDENTS

[FPS District Guidelines for use of A.I.](#)

Insert Course Expectations Here (including those for the use of AI in your class. See the AI guidelines for consistent language)

WRITING CONFERENCES

Writing conferences are meetings between an English teacher and student outside of class to discuss the student's work. They are an integral part of the Fairfield Public Schools' high school English program. Each student is required to participate in at least one writing conference per semester and at least three throughout the year.

When should students schedule conferences?

Writing conferences can occur during any stage of the writing process: generating ideas, gathering evidence, drafting, editing, revising, and reflecting. A student might use a writing conference to deepen understanding and hone skills, including conceptual understanding, logical thinking, organization, development of ideas, integration of support and detail, grammar, and/or mechanics. For some assignments, teachers might require students to schedule conferences. **For the first conference of the semester, I am happy to work with you on your ideas or drafts of College Application essays.**

How do students schedule conferences?

Sign up for Writing Conferences using the “Writing Conference” App on Classlink.

Can students schedule conferences to discuss reading assignments?

Yes. Developing and deepening an understanding of course content are inextricably connected to writing assignments.

Are students limited to three writing conferences each school year?

No. Students may schedule more than three writing conferences as long as teachers have room in their schedules and the opportunity to meet with all of their students.

Are writing conferences a part of English elective courses?

Yes. Students in English electives are expected to participate in writing conferences.