



Fairfield Ludlowe High School - Fairfield Warde High School

ENGLISH 12 H

Insert Teacher Name

Insert Room Number4

Insert Full Year/Semester

Insert Period

Insert Email Address

COURSE DESCRIPTION

In this course, students will read a myriad of texts that span multiple genres. English 12 Honors offers students a chance to explore philosophical concepts evident in literature and in the modern world. Through the examination of classical and contemporary texts, students will consider the function of art and evaluate concepts such as truth, evil, ethics, and cultural myths as relevant to the human condition. Students will foster their critical and interpretive skills through personal response to literature and reader response-based writing, which sets the foundation for subsequent analytical writing. Additionally, the study of critical theory will expand students' capacity to analyze, discuss, and write about literature. This course is an intellectual and philosophical inquiry that is driven by the question, what makes a meaningful life?

In addition to frequent informal writing assignments, students will produce on-demand writing pieces, processed literary analysis essays, multimodal pieces or presentations, narrative essays, graded discussions (Socratic seminar, fishbowl, etc.) and written responses, transdisciplinary or extra-curricular works of choice, and written portfolio reflections. Students will also engage in various research and inquiry experiences.

Honors-Level courses are similar to College Preparatory courses by design, yet require students to explore topics and concepts more deeply and analyze texts and information that are beyond grade level expectations. Students in Honors classes are expected to read and analyze complex texts and information independently, without significant scaffolding, and at a much quicker pace. Students should also be capable of independently expressing their thoughts and understandings through a variety of written formats with sophistication and in order to meet the needs of both task and audience. The expectations for skill demonstration, content mastery, and work habits are above grade level. 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:

- recognize differing philosophies and see their influence in their own lives.
- independently create philosophical questions.
- improve their writing as they explore their own questions and the questions presented by texts.

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- collaborate by respectfully considering new and divergent ideas of others.
 - interpret literature by asking philosophical questions in order to understand texts and themselves.

UNITS OF STUDY

- The Portfolio
- Unit 1: The Power of Story: Inspiring Passion, Purpose, and Finding Meaning
- Unit 2: A Life of Meaning
- Unit 3: Discovering and Discerning Reality
- Unit 4: The Evolving Self

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-the-Year 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.
- 10% of the End-of-the-Year course grade will be based on the Mid-Year Assessment
- 10% of the End-of-the-Year course grade will be based on the Final Assessment.

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