



*Fairfield Ludlowe High School - Fairfield Warde High School*

## **ENGLISH 10 H**

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Insert Teacher Name

Insert Room Number4

Insert Full Year/Semester

Insert Period

Insert Email Address

### **COURSE DESCRIPTION**

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In this course, students will read a myriad of texts that span multiple genres. English 10 Honors will extend students' analysis of texts by examining literary craft. Students will evaluate the use of literary devices in drama, fiction, non-fiction, and poetry in order to build their knowledge about literature and develop thoughtful critical stances about literature. Students will strengthen their ability to use textual evidence to support claims and illustrate their points. They will also engage in various research and inquiry experiences. 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. All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio.

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.

### **COURSE OBJECTIVES**

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Students should:

- connect works of literature to one another and larger social and philosophical questions.
- develop and broaden the modes of writing with which they are proficient.
- recognize and appreciate writers' craft through literary analysis and apply that knowledge in their own writing.
- challenge their own perceptions and understandings through interaction with literature, writing, and participating in collaboration.
- focus on critical stance as they read texts and produce texts of their own.
- think inductively, deductively, and narratively as they read and write.
- collaborate to deepen and broaden individual thinking about texts and to evaluate ideas.
- develop and extend their love of language as they read and write.

## UNITS OF STUDY

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- The Portfolio
- Unit 1: The Relationship between the Acquisition of Knowledge and the Loss of Innocence
- Unit 2: Reconciling Personal Desire and Social or Family Responsibility
- Unit 3: The Ideal Society
- Unit 4: Defining Humanity

## COURSE POLICIES AND REQUIREMENTS

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### 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

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**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.