



Fairfield Ludlowe High School - Fairfield Warde High School

## ENGLISH 11 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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English 11 Honors will provide students opportunities to study American literature and consider how lives have been shaped by the American experience. Students will apply varied strategies including inquiry, collaboration, and analysis to interpret, evaluate, and synthesize ideas across increasingly sophisticated texts. One such text which all students in this course will read is *The Great Gatsby* by F. Scott Fitzgerald. This course focuses on deepening students' academic responses to texts while considering the perspectives of history and culture as they consider the assumptions within texts and within their own thinking. Students will engage in varied performance tasks including seminar discussions and research experiences. 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:

- recognize, question, and articulate values, beliefs, and practices of the American experience.
- identify cultural assumptions of a text and how they reflect and/or challenge their own assumptions.
- engage in metacognition through reading, writing, collaboration, speaking and debating.
- distinguish how language functions to construct and deconstruct beliefs, meaning, and perceptions.
- construct a knowledge base of American historical and cultural influences.
- increase their ability to think in unconventional and individualistic ways as demonstrated through discourse.
- develop familiarity with literary criticism in order to challenge and qualify the literary perspectives of others through writing and discourse.
- write formal papers that go through the full steps of the writing process, including:
  - Personal Narrative

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- Narrative of Thought
  - Argument / Proposal
  - Persuasive Speech
  - Extended Definition Essay
  - Memoir
  - Literary Analysis
  - Creative Writing
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- demonstrate an expanded view of economic, social, and racial factors which influence their individual assumptions and the assumptions of the national culture as well as the local culture.
  - conduct research utilizing print and non-print sources.
  - demonstrate narrative, deductive, and inductive thinking in expository writing and oral presentations.

## UNITS OF STUDY

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- The Portfolio
- Unit 1: What is American Culture?
- Unit 2: What is the Relationship Between Individual Freedom and Social Responsibility in America?
- Unit 3: How is Writing Used to Challenge or Reinforce Societal Values, Particularly Those Related to Our Founding Principles of Freedom and Equality?
- Unit 4: How Has the Idea of the American Dream Evolved Over Time, and How Has it Shaped Our Society?

## 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.

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## 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.

