



Fairfield Ludlowe High School - Fairfield Warde High School

ENGLISH 11 CP

Insert Teacher Name

Insert Room Number4

Insert Full Year/Semester

Insert Period

Insert Email Address

COURSE DESCRIPTION

English 11 College Prep 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 from the challenging list. 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. 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.

COURSE OBJECTIVES

Students should:

- demonstrate the ability to read texts, both print and visual, closely for implicit ideas.
- create higher-level analytical questions to analyze a text.
- become comfortable with and eventually embrace ambiguity.
- understand the ways in which an individual is simultaneously shaped by the culture as well as empowered to shape that culture.
- examine foundational ideas of the American experience and explore the complexities, ambiguities, and tensions in those ideas.
- examine how language and images affect their perceptions of American culture.
- demonstrate through discussion, reading, writing, and reflection the ability to consider various perspectives.
- recognize that literary texts are products of cultures.
- write in various styles (analytical, creative, narrative, and exploratory) as a way to deepen their thinking and accomplish various purposes.
- identify and question their own assumptions about the American experience and the assumptions evident in the texts they study.
- use writing and reading as a means of exploring and broadening their thinking and developing their voice.

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- use supplemental texts to broaden, challenge, or qualify interpretations of core texts.
 - practice thoughtful revision as a way of deepening their thinking and expressing themselves with greater insight and clarity.

UNITS OF STUDY

- 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

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.