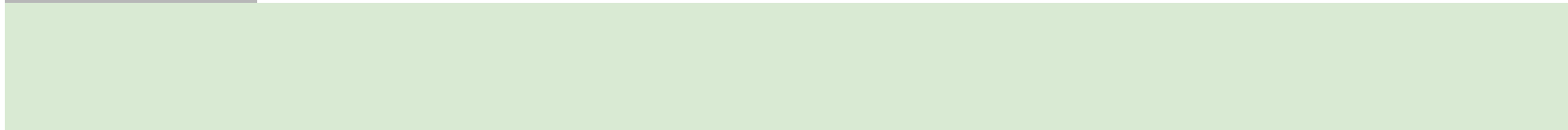




<i>Course Title</i>	English 7-8 Perspectives in American (Literature and Film)		
<i>Instructor Info</i>	Name: Andrew Van Dyke	Contact Info: avandyke@pps.net	
<i>Grade Level(s)</i>	12		
<i>Room # for class</i>	Room(s): M-235 for 1st Period, M-218 for 2nd Period, 3rd Period, and Tutorial		
<i>Credit</i>	Type of credit: English	# of credits per semester: .5	
<i>Prerequisites (if applicable)</i>	English 5-6		
<i>General Course Description</i>	Roo Cour		



Personal Welcome

Welcome
In preparation
nonfiction
essays, re
In addition
literature
purpose of
technique

Over the course
research

Most important
knowing

choose, a

Course Highlights
(topics, themes, areas
of study)

I know that
especially
nervous -
For now, s
of the plan are open to evolve or change based upon the climate of the classroom and current events.
What I can tell you is the following:
We will be reading a novel, or a piece of long-form writing
We will be reading shorter works of fiction.
We will be reading examples of film analysis, film reviews, and essays about film and culture.
We will be working on a project centered around criminal justice.
We will be working on one independent project centered on presentation and representation in film and television.
You will write one comparative essay, multiple analysis essays, an argumentative essay, and a film review.

Course
Connections to PPS
Reimagined Vision

Films will either fit into a unit (for example, *13th* and *12 Angry Men* will be featured in the criminal justice unit), as a pairing with a work of fiction, or be used as standalone pieces for analysis and discussion.

One of the principal goals of the year will be to include written and visual texts from authors and filmmakers of different cultural backgrounds.

Throughout the year, students will produce works and participate in collaborative assignments which are meant to help them meet the expectations for a Portland Public Schools - and French - graduate. To be brief, the following are examples of how the PPS Reimagined Vision relates to this course:

Students will continue to develop as powerful and effective communicators through small group discussions, and whole class discussions and activities.

Students will grow as inquisitive critical thinkers with deep core knowledge as they read literature and films, ask relevant questions, and develop their arguments with strong reasoning.

Students will view materials and activities related to social justice as transformative



including how they interact and build on one another to produce a complex account; provide an objective summary of the text.


RL.6 - Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas

*Differentiation/
accessibility
strategies and
supports*

I will provide the following supports specifically for students in the following programs...

Visual cues and supports, graphic organizers, think pair share, flexible grouping, assignment options and prompts based on interest/ability

	<p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <ul style="list-style-type: none"> Encouraging student feedback and reflection after we finish units or major lessons. Encouraging emails and check-ins for feedback at any other time during the school year. Using reflection opportunities to check in on the classroom environment when it comes to classwork and the types of activities we are doing. Using the checks on the classroom constitution as an opportunity to see what I need to change. <p>When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways:</p> <ul style="list-style-type: none"> Notices and reminders about what is expected in the classroom. Planning a meeting with the student where we can discuss the matters further, if necessary. Making contact with parents or guardians to address the situation, if necessary. Addressing said broken agreements with the administration, if necessary. Holding a class meeting to address the broken agreements, if necessary.
<p><i>Showcasing Student Assets</i></p> 	<p>I will provide opportunities for students to choose to share and showcase their work by:</p> <ul style="list-style-type: none"> Encouraging students to share responses to prompts, materials, and activities during the class period - both in small groups and for the whole class. Using gallery walks as an opportunity for students to present their assignments to the whole class. Offering time for students to share out after think-pair-share activities and other smaller assignments and activities. Examples of student work will be posted in the room, or shared on Canvas - with student permission.
<p><i>Safety issues and requirements (if applicable):</i></p>	
<p><i>Coming & Going from class</i></p>	<p>I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class:</p> <ul style="list-style-type: none"> Check in with Mr. Van Dyke (or any substitute who visits the room) for a hall pass. Respect the classroom community as you leave the room and return to the room.
<p><i>Submitting Work</i></p>	<p>I will collect work from students in the following way:</p>



Materials Provided

I will provided the following materials to students:

Highlighters

Colored Pencils

Markers

Paper and materials for specific projects and activities

Materials Needed

Please have the following materials for this course:

A Charged Chromebook

A Notebook

Pens /

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Summative Assessments

will include:

Lecture notes

Activity notes and worksheets

Film response notes

Short quizzes

Storyboard Activities

As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their *learned* abilities:

Summative assignments, including essays and presentations, will be given at the end of every unit.

Examples will include:

Analysis essays

An argumentative essay

The criminal justice presentation

A presentation about how marginalized e

Student grades will be posted immediately after grading is completed for every assignment. It is my goal to grade smaller assignments so they are available for students within two to three class periods, and to grade larger assignments so they are available for students within two week T

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If you need to check in when it comes to classwork, materials, or anything else that might be challenging you in the class, please feel free to come in during tutorial, before school, or after . oo