



Mrs. Parker

FHHS English Teacher

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2025 Fall Parent/Teacher Conferences will be held Tuesday, November 3rd: 3:30-8:30pm

Click [HERE](#) to schedule a conference

I will send home communication through the Infinite Campus portal. If you do not have an Infinite Campus portal, I highly recommend you do so! Much of the communication from your child's classes and general school and district information is sent through the portal. You should always have at least a general idea of what your student is doing in school and in my class (see class information below).

AP ENGLISH LANGUAGE AND COMPOSITION: At heart, this is a course for students who enjoy reading and writing and have plans to attend a four-year college or university after high school. Overall, AP Lang students are trained to become skilled, diverse readers and writers. As the course progresses, students will become aware of their own composition process through examples, self-assessment, and peer/instructor evaluations. These skills will allow the student to read critically and write effectively in the college classroom and beyond. In addition, each unit will have an emphasis on rhetorical analysis and writing synthesis and argumentative essays.

The AP English Language and Composition course requires nonfiction readings that give students opportunities to identify and explain an author's use of rhetorical strategies and techniques. The course focuses on effective reading and writing practices, emphasizing depth of knowledge over breadth. Issues from particular social, historical, or cultural viewpoints that might be considered controversial, including references to ethnicities, nationalities, religions, races, dialects, gender, or class, may be addressed in texts that are appropriate for the AP English Language and Composition course.

As we are preparing for the AP exam in May, we try to do much of our work in class. While it is unlikely, there may be times that your child may have 1 - 2 hours of homework once or twice a week.

Year at a Glance (subject to change):

The College Board curriculum for this class is very clear about the kind of writing we are to focus on: arguments that interpret and analyze works of nonfiction. That will be the bulk of our lessons for the first semester. But in the second semester, students will write more argumentative essays about universal ideas rather than analysis of text.

SENIOR ENGLISH: This English IV class is a course specifically designed for the senior year. The expectation is that students will read and respond to several articles, novels, and pieces of literature, and be able to write multiple drafts of essays in preparation for entrance into college credit-bearing courses. Those who are going directly into the workforce or military will benefit from these expectations as well, as we will also work on critical thinking, problem solving, and presenting ourselves in an appropriate manner.

The English department provides students a textbook as well as most supplemental novels – of course, all texts lost or damaged must be paid for – however, quite a bit of our readings will be articles handed out throughout the year.

Our work will be done IN CLASS, so regular attendance is of the utmost importance!

Year at a Glance

The essential questions for this course are “Who am I?” “What’s important?” “What’s wrong with our world?” and “Can I fix it?” The first semester, students will focus on who they are as a person and what is important to them; what matters most? Students will write to persuade their classmates to care about it too. Second semester, students will figure out how to use the tools of language arts to actually have an impact on that issue (or possibly another one), and they’ll create a piece of work that will enable them to have that impact. Throughout the year, students will have choice reading to help with these semester-long projects.

FILM AS LITERATURE: At heart, this is a course for students who like movies and enjoy discussing films. Overall, film studies is intended to familiarize students with the evolution of film history as well as provide them with a chance to analyze film as a visual art form. In addition, each unit will have an emphasis on writing and building technical knowledge of film-making.

Throughout this semester, students will view and analyze a variety of genres of films, interacting with them as a formal text. Students will begin this course by learning about the history of the cinema, as well as film production elements. Eventually, students will view a variety of films and be able to identify film elements such as mise-en-scène, cinematography, sound, and editing; determine themes and central ideas of the film; analyze how a director’s choices concerning how to structure a film, order events within it (e.g., parallel plots) and manipulate time (e.g., pacing flashbacks) create such effects as mystery, tension or surprise; and analyze particular points of view and cultural experiences reflected in films from outside the United States, drawing on a wide reading of world cinema. Based on students’ analysis of film, they will write arguments to support claims in an analysis of the films, using valid reasoning and relevant and sufficient evidence.

Our work will be done IN CLASS, so regular attendance is of the utmost importance!

Year at a Glance

Within the semester, we’ll cover four major topics: Film Basics (invention of moving pictures, rise of hollywood, modern film industry); Style/Genre/Analysis (exploration of genre, historical movements in film, how to analyze film); Film Production Elements (pre-production, mise-en-scène, film techniques, sound); Film Studies. Though most of our films will be G, PG, or PG-13, please note that we may occasionally view portions of ‘R’ rated films (ask your student to see the syllabus for full details). If you or your student object to the content of one or more of the films contained in this course, alternate comparable selections will be made available.