



Course Syllabus

Franklin High School	2020-2021
DIRECTIONS: For each course, complete the syllabus and share with your evaluating/supervising administrator as a pdf ("File-download-PDF document") by 9/28/20 . Syllabi will be posted on the FHS website under your name for the public to view.	
Course Overview	
NOTE: For core classes, all elements of this section (except for name and contact information) are the same.	
Course Title: English 7-8 Literature and Film	
Instructor Name: Scott Aronson	Contact Info: saronson@pps.net
Grade Level(s): 12	
Credit Type: (i.e. "science", "elective") English	# of credits per semester: .5
Prerequisites (if applicable): English 5-6	
<p>General Course Description: In preparation for post-secondary education we will be reading essays, novels, nonfiction, and short stories. You will further develop your creative and analytical writing skills by producing a personal/college essay, an argumentative essay, research work, and other writings.</p> <p>In addition to examining literature, we will also have a strong focus on film. The class will pair films with literature based on themes and subject matter. We will also be studying film terminology, cinematic techniques, and various genres including documentary, sci-fi, western, noir, rom-coms (maybe), road films, and even some action/horror. You will write film reviews and screenplays, create storyboards, and as a culminating project, create your own short film.</p> <p>Most importantly, I expect each of you to graduate with skill and hard work. I want you to leave this place in style while having fun along the way.</p>	
<p><u>Prioritized National/State Standards:</u></p> <ul style="list-style-type: none">● Students will be able to identify themes or central ideas in a text and analyze how they are developed over the course of the text.● Students will analyze the structure of a text and how the structure affects meaning.● Students will cite textual evidence to support a claim about the meaning of a text.● Students will write arguments to support claims about various texts and topics.● Students will develop claims and counterclaims with relevant evidence and evaluate for strengths and weaknesses.	



- Students will use appropriate transitions to link, clarify, and differentiate ideas in their writing.
- Students will write and speak in a formal tone while following conventions of grammar and usage.
- Students will conduct research and synthesize information from multiple sources.
- Students will present research to their classmates.
- Students will participate in collaborative discussions.

Course Details

Learning Expectations

Materials/Texts

Rita Hayworth & Shawshank Redemption

Short Stories

Articles

Documentaries: 13th

Fiction films: Psycho, Shawshank Redemption and others

Course Content and Schedule:

September/October:

Unit: College and career plan

Text: Short stories and college essay examples

Assessment: College essay/my plan essay

October/November:

Unit: Intro to film/reading film

Text: various short stories/ *Rita Hayworth and Shawshank redemption*

Films: *Psycho*, *Shawshank Redemption*, and clips from various films

Assessment: Comparison essay, Discussion

December/January:

Unit: Documentary/Rhetoric

Text: Various articles/essays

Films: 13th and at least one other documentary

Assessment: Argumentative essay/Socratic seminar

Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other):
Strategies used in this class to meet the needs of *ALL* students include: Visual cues and supports, graphic organizers, think pair share, flexible grouping, assignment options and prompts based on interest/ability level, small group and one on one instruction, scaffolding, modeling, and more. Accommodations and modifications will be applied according to IEPs or 504s and in collaboration with SPED case managers and ELD support. Pre-assessments will be given at the beginning of each unit to drive instruction towards unit learning goals.

Safety issues and requirements (if applicable):

Classroom norms and expectations:

1. Follow the school policies found in the handbook
2. Show up prepared to work every day.
3. Treat all students and staff with respect. It is our responsibility as a class to create a positive learning environment and nurturing community where every student has a voice.
4. Actively listen to teacher and peers during instruction.
5. Avoid multitasking during group meets (cell phones, video games, music, etc.) and focus on the learning
6. Turn camera on if you are comfortable
7. Mute Mic except when speaking
8. Use the chat feature for questions or on topic discussion
9. Sexist, racist or homophobic language will not be tolerated.

Steps towards resolving behavioral problems:

1. One-on-one conversations and other restorative justice practices that allow students to remain in the classroom.
2. Contact parent/guardian to discuss problem.
3. Involvement of administration, counselors, etc.

Evidence of Course Completion

Assessment of Progress and Achievement:

Each large assignment/skill will be graded on a 1-4 scoring rubric to indicate the level of proficiency that the student has demonstrated.

1 = Insufficient evidence/incomplete 2=some evidence/does not meet in all categories

3=proficient/meets standar 4=mastery of skill

All graded assessments will be given a score between 0-4. This will be translated to a grade percentage equivalent in Synergy.

1 = under 60% 1.5 = 60% 2 = 60-65% 2.5 = 65-75% 3 = 75-85%
3. 5 = 85-95% 4 = 95-100%

Late work/Revisions:

I will be accepting late work as long as it is completed within the semester it was assigned. Late work will not receive the same level of feedback or have an opportunity for revision.

You will have the opportunity to revise major writing assignments when:

- You received a score of less than 3
- You turned in the initial assignment on time
- You come in during tutorial for assistance with the revision

Revisions will be due within two weeks of the return of your initial assignment.

Progress Reports/Report Cards (what a grade means):

Essays/major assessments - 50%

Daily work/notebooks - 50% - This category includes what you bring to the class daily including smaller assignments, participation in discussion, quizzes, and most importantly, **effort**.

Final Grades: 90-100 = A 80-89 = B 70-79 = C 60-69 = D Under 60 = F

Career Related Learning Experience (CRLEs) and Essential Skills:

College and Career unit

See standards above for essential skills

Communication with Parent/Guardian

What methods are used to communicate curriculum, successes, concerns, etc.?

Grades will be updated in Synergy every two weeks.

Emails or phone calls home as needed if students are struggling with attendance or assignment completion.

All course work will be posted in Canvas under the modules section. Modules will be broken down by week.

Personal Statement and other needed info

Attendance Policy:

I am required to take attendance for every period both synchronous and asynchronous. I ask that for each synchronous meeting you write something in the chat to mark your presence. For each asynchronous meeting, come to the meet and write what you will be working on during that time in the chat, or fill out the asynchronous form. If you don't show up to a meeting but you email me to check in or turn in an assignment at some point that day, you will not be marked absent.

Classes will be held in google meet or Zoom. I will post an announcement each week with the schedule and the link to the meetings.

Office hours: 12:35 - 1:45 by appointment

My number one priority is to provide a safe and equitable learning environment for students where they can all be successful. I hope to teach them skills that will be useful to them after they have left high school and will help them to become global citizens. I hope to do my part to help fulfill Franklin's mission statement:

Franklin High School engages each and every student with instruction based on both tradition and innovation that broadens and deepens knowledge, increases skills, and inspires confidence. Providing a diverse and supportive environment, our educators, families and community prepare our students for a strong future and appreciation for lifelong learning and service.