



## Course Syllabus

Franklin High School		2020-2021
<b>DIRECTIONS:</b> For each course, complete the syllabus and share with your evaluating/supervising administrator <b>as a pdf</b> ("File-download-PDF document") <b>by 9/28/20</b> . Syllabi will be posted on the FHS website under your name for the public to view.		
<b>Course Overview</b>		
<b>NOTE:</b> For core classes, all elements of this section (except for name and contact information) are the same.		
Course Title: English 5-6 Sports Literature		
Instructor Name: Scott Aronson	Contact Info: saronson@pps.net	
Grade Level(s): 11		
Credit Type: (i.e. "science", "elective") English	# of credits per semester: .5	
Prerequisites (if applicable): English 3-4		
<p>General Course Description: We will go beyond the box scores and the headlines and delve into the role of sport in our culture. We will explore the responsibilities and actions of athletes in the past and in the present. We will examine why such value is placed on sports in our society and how the media affects our perception of sports and athletes. We will read various informational texts and articles and view films and documentaries. We will write argumentative, synthesis, analysis, and research essays. Work will be completed independently and as a class. We will build skills in reading, writing, speaking, and critical thinking through the lens of sports.</p>		
<p><u>Prioritized National/State Standards:</u></p> <ul style="list-style-type: none"><li>● <b>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</b></li><li>● <b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></li><li>● <b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b></li><li>● <b>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</b></li><li>● <b>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the</b></li></ul>		



**flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.**

- **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 and expressing their own clearly and persuasively.**

### Course Details

#### *Learning Expectations*

Materials/Texts

People's History of Sports

Friday Night Lights

OJ: Made in America

Course Content and Schedule:

September/October

Unit: Athletes as Activists

Text: *People's History of Sports* (Zirin)

Project: Synthesis Essay

October/November

Unit: Student choice research project

Text: Internet research databases

Project: Research Essay/presentation

November/December

Unit: Scandal in Sports

Text: Various short articles

Film(s): OJ Simpson Documentary (ESPN)

Essay/Project: Argumentative Presentation or One Pager

If time:

Unit: Sports in the Media

Text: *Friday Night Lights* (Bissinger)

Film(s): Friday Night Lights

## Essay/Project: Literary Analysis

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:

Career Fair

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.