



Course Syllabus

Franklin High School		2020-2021
<p>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.</p>		
Course Overview		
<p>NOTE: For core classes, all elements of this section (except for name and contact information) are the same.</p>		
Course Title: English 1/2		
Instructor Name: Pam Garrett	Contact Info: pgarrett@pps.net	
Grade Level(s): 9th		
Credit Type: (i.e. “science”, “elective”) English-core	# of credits per semester: .5	
Prerequisites (if applicable): None		
<p>General Course Description: <u>Themes/Content:</u> Students will examine the major genres through themes related to personal identity, personal journey, and heroism. <u>Readings:</u> Students will explore a balance of contemporary and classic works – possibly including short stories, essays, novels, poetry, dramas, non-fiction, and film. <u>Writing:</u> Students will focus on writing to explain, analyzing literature, and producing narratives using elements of fiction. Students will also gain experience with using the writing process to produce, revise, and publish their writing.</p>		
<p>Prioritized National/State Standards:</p> <p>RL.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL 2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RI 2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details (Probably will happen in CCE later in the year); provide an objective summary of the text. W.2 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. W 3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W 5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. W 6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. L 1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		



Course Details
<i>Learning Expectations</i>
<p>Materials/Texts Use of Canvas, Drive/Docs, Google Classroom, and Zoom Various short stories, <i>Aristotle and Dante Discover the Secrets of the Universe</i> (novel)</p>
<p>Course Content and Schedule: Short Story Elements, Personal Narrative, Theme paragraph(1st term-English 1) Personal Essay, Novel study, Literary Analysis essay(2nd term-English 2) Sync classes- 2 times a week Async work- 3 times a week</p>
<p>Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other): Challenge assignments and enrichment opportunities, honors credit offered. Graphic organizers, sentence starters, models for writing. Audio books and summaries for reading. Canvas for content and information when not in class. Home page to Unit Page or Home page to Daily agenda</p>
<p>Safety issues and requirements (if applicable): N/A</p>
<p>Classroom norms and expectations:</p> <ul style="list-style-type: none"> ● Camera on and mic off when not talking (as works for you) ● Chat and hand-raising (Add on & Physical) ● Be present (limit multi-tasking) ● Be prepared to collaborate and self reflect ● Step up, step aside (share your perspective, monitor air time) ● Listen for meaning rather than to respond ● Hold space for multiple perspectives & lived experiences
<i>Evidence of Course Completion</i>
<p>Assessment of Progress and Achievement: 25% of grade is planning, preparation, and practice-formative assessment 75% of grade is papers, tests, and quizzes-summative assessment</p>
<p>Progress Reports/Report Cards (what a grade means): Progress report: P is for students who are completing practice assignments NP is for students not submitting assignments Report Card: Grade is based heavily on summative assignments. Students have an opportunity to improve grade after the term ends by rewriting.</p>
<p>Career Related Learning Experience (CRLEs) and Essential Skills: Virtual Career Fair Narrative Paper Expository Essay</p>
<i>Communication with Parent/Guardian</i>
<p>What methods are used to communicate curriculum, successes, concerns, etc.? Email parents via Synergy Grades up-to-date in Synergy Grade reports via progress report</p>
<i>Personal Statement and other needed info</i>
<p>This syllabus along with our class-specific norms/expectations and materials can be found on our Canvas page. If you cannot access Canvas, ask your student to show you or email me if you'd like a copy of anything! I am willing to work with your student to do anything I can to help them be successful. Please email with questions or comments.</p>