



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 1-2		
Instructor Name: Kate Moore	Contact Info: kmoore@pps.net	
Grade Level(s): 9		
Credit Type: (i.e. "science", "elective") ELA	# of credits per semester: 1 (.5 qtr)	
Prerequisites (if applicable): None		
General Course Description: Students examine major genres through themes related to personal identity, personal journey, and heroism, exploring a balance of contemporary and classic works including short stories, essays, novels, poetry, dramas, non-fiction, and film. Students 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.		
Prioritized National/State Standards:		
9.1 - Cite Text Evidence: <ul style="list-style-type: none">● I can choose relevant direct text evidence.● My writing provides context for the text evidence before I quote it.● I can explain the text evidence and make an inference to analyze the evidence to support my main idea.		
9.2 - Informative/ Explanatory Writing: I can organize and explain my ideas in writing.		
9.3 - Narrative Writing: I can write detailed stories using elements of fiction.		
I.3 - Social Justice, Identity: I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.		
J.12 - Social Justice, Justice: I can recognize, describe and distinguish unfairness and injustice at different levels of society.		
Course Details		
<i>Learning Expectations</i>		
Materials/Texts: The Icarus Tales, Inquiry by Design The Odyssey, Homer Romeo and Juliet, Shakespeare Absolutely True Diary of a Part-Time Indian (if time allows)-Alexie Together You Can Redeem the Soul of Our Nation, Lewis		
Course Content and Schedule: This course meets synchronously online twice a week. Students are expected to do asynchronous lessons posted on Canvas on those days when class does not meet synchronously. Teacher support		



is available for at least the first 45 minutes of Asynch periods except Weds., which have a shorter schedule.

Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other):

All of the texts and supplemental materials for this class offer a wide range of entry points. Students will be asked to develop and respond to questions and written prompts at the level of content, analysis, and synthesis. Literature, by its very nature, invites deeper analysis for students who want an academic challenge, and all students are expected to be able to understand the structure of a written piece and the choices that an author makes to develop a theme or message. Tools to ensure that all students have access include graphic organizers, explicit teaching of vocabulary (particularly academic language arts vocabulary), tiered questioning, discussion protocols, 1:1 teacher check ins, and specific written instructions and timelines for all larger assignments. Honors credit is available for students who desire or need a greater challenge.

Safety issues and requirements (if applicable): All PPS online security measures will be implemented. Students are expected to use their PPS accounts to access class materials to reduce the likelihood that anyone outside of the school can gain access.

Classroom norms and expectations: Classroom norms will be developed in community with students. At this time, the proposed norms include understanding and striving to implement Franklin STRONG values and strive to be thoughtful, respectful, organized, neighborly, and generous.

Evidence of Course Completion

Assessment of Progress and Achievement: Students will be evaluated based on the priority standards listed above. Writing will be evaluated with a 6-trait writing rubric. Daily work will be reviewed to identify areas of weakness and strengths, and personal writing goals will be developed for each student. Students will be deemed to have successfully completed this course when they can respond in writing and/or speaking to a prompt in any of the identified priority areas: explanatory, narrative, and citing evidence.

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

Students will receive a passing grade in this class if they can demonstrate the ability to cite evidence in a text to support a theme or message, to write a basic narrative piece demonstrating the elements of fiction, and to write a basic explanatory piece that shows the ability to organize and communicate information. To receive an above average grade in this class (B), students must show growth in the areas identified in their personal writing goals, must be able to demonstrate the above skills, and must show a consistent commitment to learning and improving as a writer and a reader. To receive an excellent grade in this class, students must consistently demonstrate the skills outlined above at a more complex level than the basic requirements of the standard, must be able to identify and use more sophisticated writing techniques and be able to cite evidence from a text that is inferred but not denoted, demonstrating a deeper level of reading and writing.

Career Related Learning Experience (CRLEs) and Essential Skills: During this course, students will have an opportunity to participate in our schoolwide Tools to Build Your Future day and respond to the event in writing. That response will meet one of their CRLE requirements for graduation.

Communication with Parent/Guardian

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

All parents are welcome to join Canvas as an “observer” for their child, and to receive regular Remind updates via text. Parents are welcome to contact me via Remind or email at any time. Students who are in danger of not receiving credit for this class will be given reminders, asked to attend small group or individual meetings during Wed. Asynch and office hours. In addition to regular progress reports, I call when I have attendance concerns or students fall behind significantly. After each major assignment, I send a Synergy blast to the students and parents of any student that has not submitted the assignment to let them know that missing a significant assignment is likely to negatively affect their grades.

Positive feedback comes in the form of specific written comments on student work about what they have done well, individual praise (may be a text, email, conversation, or note home), and progress report and report card comments.

Personal Statement and other needed info

The ability to read and write critically gives a person a voice in the world. At a minimum, I hope that each of my students leaves my class as a critical thinker, able to read a complex text and evaluate it for meaning and credibility. I also hope that they understand the power that they can have through writing, and use that power to create a more just and equitable world.