



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 3-4		
Instructor Name: Kate Moore	Contact Info: kmoore@pps.net	
Grade Level(s): 10		
Credit Type: (i.e. "science", "elective") ELA	# of credits per semester: 1 (.5 qtr)	
Prerequisites (if applicable): Eng 1-2		
<p>General Course Description: Students examine major genres through themes related to justice, power, and how authors communicate their views, exploring a variety of texts, including short stories, essays, plays, novels, poetry, nonfiction, drama, and non-print media. 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.</p> <p>Themes/Content: Reading: a variety of texts, including but not limited to: writing about explanatory and argumentative texts with a focus on literary analysis, examining how authors (in both literary and informational texts use evidence to develop themes or messages.</p>		
<p><u>Prioritized National/State Standards:</u> English Language Arts Standards: RI/L 10.2: Determine and analyze central ideas of literature and informational text</p> <ul style="list-style-type: none">• I can articulate a strong and detailed message in literary text.• I can explain how the message is supported by specific details in the text.• I can articulate a clear and relevant main idea or argument of informational text.• I can explain how that main idea or argument is supported by specific details in the text. <p>RL 10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <ul style="list-style-type: none">• I can choose relevant quotes to support my understanding of what the text says and my interpretation of literary elements and devices such as plot, characterization, setting, tone/mood, figurative language, etc.• I can analyze those quotes and explain what they show and point out how specific word choice or style is used to create meaning. <p>W.10.2: 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.</p> <ul style="list-style-type: none">• I can develop an introduction that has a creative hook, background information, and thesis statement with exceptional depth. I can develop body paragraphs that support my claim(s) with sufficient and relevant evidence and in-depth analysis.• I can write a conclusion that reviews my claim and highlights why it is important.		



- I can write with precise language and academic tone.
- I can use MLA in-text citations.

Social Justice Standards:

Identity 3: 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.

Justice 13: I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.

Action 17: I take responsibility for standing up to exclusion, prejudice and injustice.

Diversity 7: I can accurately and respectfully describe ways that people (including myself) are similar to and different from each other and others in their identity groups.

Course Details

Learning Expectations

Materials/Texts: Fahrenheit 451, Bradbury
 Night, Wiesel
 Together You Can Redeem the Soul of Our Nation, Lewis
 A Midsummer Night’s Dream (if time allows), Shakespeare

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 specific evidence in a text to support an argument or position, and to write an argumentative piece that demonstrates the ability to reference quotes directly from the text as well as an explanatory/informative piece that demonstrates the ability to select evidence, organize ideas,, and analyze content . Students will receive a B if their informative/explanatory writing examines and conveys **complex** ideas, concepts, and information **clearly and accurately** through the **effective** selection, organization, and analysis of content. 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 and making connections to the outside world, their own lives, or additional texts or media..

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.

