



Course Syllabus

Franklin High School		2020-2021
Course Overview		
NOTE for Teachers: For core classes, all elements of this section (except for name and contact information) are the same across all PPS high schools (at times schools may use a modified version of the course title, but the course itself remains the same).		
Course Title: English 1-2		
Instructor Name: Desiree Wolff-Myren	Contact Info: dwolff@pps.net	
Grade Level(s): 9		
Credit Type: (i.e. "science", "elective") Language Arts	# of credits per semester: 1	
Prerequisites (if applicable): none		
General Course Description: Essential Question: <i>As we read we will rely on essential questions to help guide our thinking and bring us back to the local and immediate.</i> Who Am I? How do I establish and maintain a sense of self? How can an individual mature and change through taking action? Themes: <i>The texts that we read will have some common threads. They include:</i> <ul style="list-style-type: none">● Self, Family, Culture, and Community● Identity and Self-Discovery● Coming-of-Age		
Course Details		
<i>Learning Expectations</i>		
National/State Standards: There are standards that every students is expected to meet by the end of the year. The ninth grade standards that we are going to focus on are: Reading <ul style="list-style-type: none">● RL2: Analyzing Theme		



- RI2: Analyzing Central ideas
- R3: Analyzing Character

Language

- L1: Sentence structures and fluency
- L2: Capitalization, Punctuation, Spelling

Writing

- W2: Writing organized, effective expository pieces
- W5: Writing Process
- W3: Writing Narrative

Other

- SL: Discussion
- R1: Citing Evidence

PRIORITY STANDARDS FOR THIS YEAR:

9.1 - Cite Text Evidence

9.2 - Informative/Explanatory writing

9.3 - Narrative Writing

Social Justice Standards:

Identify 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 12 - I can recognize, describe and distinguish unfairness and injustice at different levels of society

Materials/Texts

Required Reading:

Odyssey (graphic novel and excerpts from the original text)

Marrow Thieves by Cherie Dimaline

and a selection of short stories, articles, and poems

Students will have access to digital versions of all reading material, but if possible I always recommend purchasing your own copy for highlighting and other notetaking needs.

Course Content and Schedule:

September: Introductions, Short stories

October: The Odyssey & essay

November: The Marrow Thieves

December: The Marrow Thieves and essay writing

January: Personal Narrative

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

Students will have access to small group learning or one-on-one meetings during Asynchronous time. Students also have the opportunity to meet with the teacher during office hours on Wednesday.

Students can be assigned specific chapters of our class book, this can be less or more than the overall class assignment. There will also be supplemental books and articles that students can explore to enrich their knowledge.

Safety issues and requirements (if applicable):

NA

Evidence of Course Completion

Assessment of Progress and Achievement:

4 - Highly Proficient: Student has met and demonstrated total mastery of the standard

3 - Proficient: Student has met standard, although more practice is necessary in order to demonstrate mastery

2 - Almost Proficient: Student has not completely met the standard and some revision and/or re-testing is recommended

1 - Developing Proficiency: Student is missing vital aspects of the standard and should make arrangements to relearn the material

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

Grade Distribution:

- A (100 - 90%)
- B (89.99 - 80%)
- C (79.99 - 70%)
- F (69.99% or lower)

Grading Policy and Notes:

- Re-submission for a better grade is always an option
- Work can be submitted late, up to a certain point in the quarter (before grades are due)
- Grades will be based on attached standards and summative assessments will include rubrics that aim to make grading transparent and fair

Career Related Learning Experience (CRLEs) and Essential Skills:

We are working on improving reading comprehension, and written expression of ourselves. Essays that meet the standards are eligible to count toward PPS's Essential Skills requirement.

Communication with Parent/Guardian

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

Phone calls, emails, Remind messages, online meetings.

Personal Statement and other needed info

I believe all students can learn, can improve, and can become change makers.

