



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") <u>by 9/28/20</u> . 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 5-6: Medical Literacy & Composition		
Instructor Name: Megan Humphreys	Contact Info: mhumphreys@pps.net	
Grade Level(s): 11th		
Credit Type: English	# of credits per semester: 1	
Prerequisites (if applicable): English 3-4		
<p>General Course Description: This class requires challenging readings in medical nonfiction and medical history, and asks students to explore the ethical themes and issues presented in the materials. The coursework is designed to lay the groundwork for success in reading and writing, while exploring themes related to the medical community. In this course we will practice the essential skills of reading, writing and critical thinking, through a variety of literary mediums. Students will engage in a variety of texts from a variety of time periods and authors, to help broaden our sense of the world around us, and discuss relevant/current themes in our lives. Students will engage in a variety of in-class activities aimed at helping them improve their critical thinking skills, whether working by themselves or with a small team to come to higher learning conclusions.</p>		
<u>Prioritized National/State Standards:</u>		
RL & RI 11.1 Cite Text Evidence: Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.		
W.11.2 Informative/ Explanatory Writing: 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. <ul style="list-style-type: none">● Introduction and Organization● Develop a Topic		
W.11.1 Argumentative Writing:		



Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Introduce Claims and Create an Organization
- Develop Claims and Counterclaims

- **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

The Immortal Life of Henrietta Lacks by Rebecca Skloot

Brain on Fire by Susannah Cahalan (not checked out from library)

Course Content and Schedule:

Quarter 1: *Henrietta Lacks* (primary text), supplemental readings from reputable news sources, argumentative writing, claim/counterclaim, citing textual evidence

Quarter 2: *Brain on Fire* by Susannah Cahalan (primary text), supplemental readings from reputable news sources, research writing, citing textual evidence

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

Differentiation/Accessibility Strategies and Support:

- **Special Education/Individual Needs:** Accommodations indicated by Individual Education Plans and 504 plans will be made in cooperation with students, special education teachers and parents.
- **ELL:** Strategies used in this class to address ELL needs will include, but are not limited to, the following:
 - o Posting clearly defined objectives
 - o Emphasizing key vocabulary
 - o Providing clear expectation of tasks, slower speech, increased wait time, etc
 - o Scaffolding techniques like think-alouds to support student understanding
 - o Allowing for frequent opportunities for student interaction (pair-shares, small and large group work)
 - o Using activities that integrate reading, writing, speaking and listening
 - o Providing regular feedback
- **TAG:** Strategies used in this class to address TAG needs will include, but are not limited to, the following: Challenge prompts, flexible grouping, independent based learning, honors option

Safety issues and requirements (if applicable):

Classroom norms and expectations:

I expect students to act as the “best versions of themselves.” This means embodying behavior (social, academic, professional, etc.) that is conducive to a positive learning environment. Let’s push ourselves (me included) to replace judgment with curiosity as much as we can. Franklin STRONG values are strong guidelines for how we show up.

At Franklin High School, we

Strive to be. . .

Thoughtful: We are aware of our surroundings and others

Respectful: We interact positively and compassionately

Organized: We are prepared

Neighborly: We partner, work, and celebrate together

Generous: We are willing to contribute and share

- Mic off when not talking
- Camera on--as works for you
- Use chat to communicate with the teacher and peers (on topic)
- Raise your hand if you have a question (emoji or physically)
- Be present (limit multi-tasking)
- Be prepared to collaborate and self reflect
- Step up, step aside (share your perspective, monitor air time)
- Hold space for multiple perspectives & lived experiences
- Be patient and flexible

Evidence of Course Completion

Assessment of Progress and Achievement:

This course is a proficiency-based course, which means that I will assess students in a variety of skill sets. As you learn, you will build proficiency through practice. This class will allow you to practice, improve, and get teacher feedback without being penalized for practice assessments that are not perfect. The purpose for doing each assignment is to get feedback on your skill proficiency and to prepare for scored assessments. Students will have a variety of opportunities to demonstrate growth, improvement, and ultimately mastery of a skill set. You’re not expected to be an expert on the first day, but need to show growth over the particular unit of study. Final grades will be determined based on evaluations in the skill set. In many cases, I will provide feedback and you can re-attempt until receiving a better evaluation.

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

Grading: Each skill will be graded on a 0-4 scoring rubric to indicate the level of proficiency that the student has demonstrated.

0= insufficient/no evidence of the skill

1= some evidence/does not meet in all categories

2= proficient/meets standards

3= approaching mastery

4= mastery of skill

All graded assignments will be given a score between 0-4. This will be translated to a grade percentage equivalent.

4= 100%

3.5= 93%

3= 86%

2.5= 79%

2= 72%

1.5= 65%

1= 60%

Career Related Learning Experience (CRLEs) and Essential Skills:

Communication with Parent/Guardian

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

The main form of communication between teacher and student/parents will be through email.
Other ways to communicate with me: Remind app and Canvas chat tool.

Personal Statement and other needed info