



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"). 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: College and Career Exploration		
Instructor Name: Aubin Knowlton	Contact Info: Email: aknowlton@pps.net IG: @ms.knowlton / @FHS.bookclub Remind	
Grade Level(s): Grade 9		
Credit Type: (i.e. "science", "elective") CTE	# of credits per semester: .5/ semester	
Prerequisites (if applicable): none		
General Course Description: This course is an opportunity for 9th grade students to gain exposure to, and practice, skills that will be applicable in their secondary and postsecondary lives. The intention is to begin connecting the dots between school and career while exploring personal and academic/professional assets that will be useful during and after high school.		
Prioritized National/State Standards: Locate, process, and convey information using traditional and technological tools. Read technical/instructional materials for information and apply to specific tasks. Assess personal characteristics related to educational and career goals. Research and analyze career and educational information. Develop and discuss a current plan designed to achieve personal, educational, and career goals.		
Course Details		
<i>Learning Expectations</i>		
Materials/Texts A computer, tablet, or other electronic device PPS will provide one if you don't have one Internet Access PPS will provide a hotspot if you don't have reliable internet access Access to your PPS accounts - email, canvas, studentvue, etc. Class texts - will be provided digitally		



Course Content and Schedule:

Units of Study:

High School 101

Post High School

Budget and Finances

Social Justice

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

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 aware of our surrounding 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

Evidence of Course Completion

Assessment of Progress and Achievement:

It is my belief that the traditional letter grade system in which we have all been conditioned was created to rank and categorize students based on merit, potential, behavior, intellectual capacity, productivity, etc. I believe our definitions of things such as merit, intellectual capacity, etc are culturally specific, socially constructed, and rooted in White systems. It is my aim to disrupt these traditional functions of grading by decentering letter grades and centering feedback. It is my goal that students will exit my class stronger writers, readers, and communicators. I no longer believe that grades are the most effective or equitable tool for communicating with you about your strengths and areas of growth. However, I am required to issue letter grades at the end of the course. As such, for my class...

- Individual assignments entered into the gradebook will be graded on completion and participation. All assignments will be given scores out of 10. Fully complete assignments will receive a 10/10. Please note that fully complete means that I can tell you spent some meaningful time on it.
- A Pass (which will mean an A) in this course means that:
 - You completed 75 percent or more of coursework (definition of coursework is flexible and I will include evidence of your participation and engagement in: synchronous class, tutorial time, supporting other students, class assignments, class discussions--written and oral).
 - You completed all summative (major) assignments--I will always tell you when an assignment is summative.
- An Incomplete (I)/no grade (NG)/no pass (NP) in this course means that:
 - You did not meet the requirements for a passing grade (A), but may work with Ms. Knowlton to do so at a future time to recover credit.

This is not a perfect system. Your grade this year measures the degree to which you engaged in class work, and our ability to engage right now is significantly impacted by our home lives, our lived experiences, the world around us, and more. Therefore, as needed, I will be using my professional discretion to make individualized decisions about student grades based on other factors such as engagement, quality of work, proficiency, alternate assignments, etc.

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

This course will meet regularly for the duration of semester 1. At the end of the semester, students will have earned 1 CCE credit. Students' grades at the end of Q3 and Q4 will be posted on their official transcripts for this course.

Career Related Learning Experience (CRLEs) and Essential Skills:

N/A

Communication with Parent/Guardian

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

Students may always ask us questions in class, and are encouraged to utilize tutorial time or to schedule a time to talk with me whenever they need help. I also welcome contact from parents and guardians. Please see my contact info above. I care deeply about the learning, comfort, and success of my students, and I am grateful for the opportunity to have them in class this year.

Parent/Guardian Notice regarding Class Content:

In exploring a wide array of English skills and knowledge, students will be exposed to various content that may delve into mature themes or contain mature language. Content may include, but isn't limited to, novels, poems, non-fiction texts, songs and music videos, films, plays, and satirical or comedy news programs. All materials will be examined as texts - we will look critically at how they are composed for a specific purpose and to what degree that composition is effective. I believe strongly in the academic value of studying these materials, and I will do my best to ensure that we deal with any controversial content in a responsible manner that promotes learning. Students will be given advanced warning about mature content and will be given the opportunity to communicate with me about the alternative options if necessary.

Personal Statement and other needed info

Please defer to Canvas for all class materials. And know that I am available to answer any questions that may come up during the course of the year.