

# Course Syllabus



Franklin High School		2020-2021		
<p><b>DIRECTIONS:</b> For each course, complete the syllabus and share with your evaluating/supervising administrator <b>as a pdf</b> ("File-download-PDF document") <b>by 9/28/20</b>. Syllabi will be posted on the FHS website under your name for the public to view.</p>				
<b>Course Overview</b>				
<p><b>NOTE:</b> For core classes, all elements of this section (except for name and contact information) are the same.</p>				
Course Title: Sophomore English				
Instructor Name: Anne Meadows	Contact Info: ameadows@pps.net			
Grade Level(s): 10				
Credit Type: (i.e. "science", "elective") English	# of credits per semester: 1			
Prerequisites (if applicable): 9th grade English				
<p>General Course Description: Welcome!</p> <p>Students will focus on common core standards for English as we grow as stronger writers, readers, listeners and thinkers. We will explore our own identities in this time and place as well as the rise of historical power structures in allegory and the graphic novel. We will use short pieces of literature to enhance skills in annotating, analysing and writing about texts. We will incorporate skill-based lessons in the conventions and mechanics of writing.</p>				
<p><b>Prioritized National/State Standards:</b></p> <table border="1"> <tbody> <tr> <td> <p>RL 2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>W 5 - Develop and strengthen writing as</p> </td> <td> <p>RL.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> <p>Identity 3: I know that all my group identities and the intersection of those identities create unique aspects of who I am and this is true for other people too.</p> </td> </tr> </tbody> </table>			<p>RL 2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>W 5 - Develop and strengthen writing as</p>	<p>RL.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> <p>Identity 3: I know that all my group identities and the intersection of those identities create unique aspects of who I am and this is true for other people too.</p>
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<p>needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <hr/> <hr/> <p>Justice13: 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.</p> <p>Action17: I take responsibility for standing up to exclusion, prejudice and injustice.</p>	<p>Diversity 7: I have the language and knowledge to accurately and respectfully describe how people (including myself) are both similar to and different from each other and others in their identity group.</p>	
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**Course Details**

*Learning Expectations*

Materials/Texts  
 IBD: Inquiry By Design consumable  
 Animal Farm  
 Maus  
 Short stories (selected pdf)  
 Choice books  
 Grammar/conventions practice: teacher created materials  
 Digital Class Notebook

#1 *Multiple approaches to reading and Independent reading program (connecting with library staff and resources as well.):* Explore different approaches to different kinds of text depending on purpose for reading. Individual choice and common text reading/essay scaffolding skills/oral presentation and invited speakers. Interacting with text.

#2 Notebook set-up and regular contributions and sharing

#3 *Inquiry By Design Unit:* "Language and Thought: Dealing with Difficulty" Inquiry based reading. Introduction to Argument: Writing about Literature; short pieces: "A Sound of Thunder", "Snow" and "Some Dreamers of the Golden Dream."

Skills and Areas of Focus:

- Literary analysis essay: thesis/claims/evidence
- Annotating text/
- Understanding and identifying Theme
- Review and deepen rold of elements of narrative
- Consider literary symbolism

#4 Animal Farm

Skills and Areas of Focus:

- Understanding allegory
- Understanding how allegory enhances theme
- Consider literary/historical parallels
- Understand elements of persuasion: Ethos/Logos/Pathos

#5 The graphic novel

Maus:

- Understand visual storytelling in the graphic novel
- Recognize the trajectory of the rise of totalitarianism
- Examine the role of self in the context of history at large and personal family relationships
- Consider how choices lead to changes of life's trajectories
- Create own graphic story based on family member's experience using first person narrative style

Addendum: If time permits, we will add a second graphic novel and basic research skills with the text Persepolis.

Course Content and Schedule:

Synchronous and Asynchronous: Virtual classrooms  
Canvas/Google Meets

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:
  - Posting clearly defined objectives
  - Emphasizing key vocabulary
  - Providing clear expectation of tasks, slower speech, increased wait time, etc
  - Scaffolding techniques like think-alouds to support student understanding
  - Allowing for frequent opportunities for student interaction (pair-shares, small and large group work)
  - Using activities that integrate reading, writing, speaking and listening
  - 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:

- Show up for live class. Cameras on encouraged since it increases our engagement and sense of community.
- Be prepared to collaborate and self reflect
- Step up, step aside (share your perspective, monitor air time)
- Listen for meaning rather than to respond
- Hold space for multiple perspectives & lived experiences
- Stay engaged, knowing there will be breaks.
- Practice good virtual etiquette

### *Evidence of Course Completion*

Assessment of Progress and Achievement:

Synergy

**Grades:**

Standard A - F scale

90 to 100 = A

89 to 90 =B

79 to 70 = C

69 to 60 = D

59 to 50 = F

***Grades are on a point basis with standard scale and are in four general areas:***

**Daily homework and class work:** This is practice and should be for learning and developing skills. Homework receives credit for attentive completion. Some work will be completed during live (synchronous) class time, but most will be assigned and discussed in LIVE class and completed during ASYNCHRONOUS (expected work time). Students are encouraged to work virtually with peers and buddies.

**Community contribution:**

Each student is expected to contribute to our class community in his or her unique way with respect for the contributions of peers. Much of our good work is not measurable with a tangible product but is equally important. This might be contributing to a group, listening to a peer share her writing, pondering a comment made in a class discussion or insight into a text. These skills are essential to our learning so attendance, punctuality and focus are critical even in the virtual environment.

**Showcase Work:**

Final product work where students are expected to demonstrate their best efforts whether it is a test, speech, performance, discussion, artistic endeavor or essay. This work is graded to a standard with a goal of meeting standard.

**Writing Notebooks:**

Like homework, this is a place where a student receives full credit for attentive completion. These notebooks are tools for thinking and learning and processing but also serve as self-made textbooks. Students will usually use a standard form in the notebook with teacher Master Notebook as model but will add their own content, They will add/edit and delete slides (pages) throughout the course Students will share link with teacher to Google Slide Deck for periodic checks.

Progress Reports/Report Cards (what a grade means):  
Progress Reports are usually just a P/NP. Final reports: Student has fulfilled all expectations in the areas listed above. They have met or exceeded expectations for completion of practice. They have met or exceeded priority standards on showcase work

#### **Communication with Parent/Guardian**

What methods are used to communicate curriculum, successes, concerns, etc.?  
Email primarily during distance learning  
Google Meets as needed

#### **Personal Statement and other needed info**

Welcome! We follow Franklin STRONG as our underlying practice and strive to be: We follow Franklin STRONG as our underlying practice and strive to be:

Thoughtful: We have a considerate classroom where we recognize our actions have an impact on our class community. We are purposeful.

Respectful: We honor our diversity and maintain a learning environment where all can thrive. We treat one another with respect and listen to understand.

Organized: We work to have a growth mindset and rise to the occasion in unprecedented times. We get our work done and strive to keep our stress low and productivity high.

Neighborly: We help each other out and are friendly regardless of our differences.

Generous: We share our resources and knowledge and energy to make this a good classroom where everybody feels supported. We will to have a class where even in a virtual environment everybody feels supported and knows where to turn for help.

