



## 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 1-2**

Instructor Name: Jordan Souza      Contact Info: jsouza@pps.net

Grade Level(s): **9th**

Credit Type: (i.e. "science", "elective") ELA      # of credits per semester: 1.0

Prerequisites (if applicable): N/A

**General Course Description:** English 1-2 is designed as an enriching experience in reading, writing, listening, and speaking. This course requires students to read a variety of fictional and nonfictional pieces of varying lengths. Students will also choose and read in choice books, texts they elect to read themselves. We will analyze characters, identify and explore themes, cite significant evidence, and write engaging narratives, as well as clear and coherent expository texts. Though we may be learning at a distance, it is my goal that students will gain comfort in expressing ideas and building knowledge with peers through discussion and small group work. My hope is that students work together to become effective writers, critical thinkers, inquisitive readers, and confident speakers. We will make the most of this unique year and grow together.

Prioritized National/State Standards:

#### **Big Ideas, Enduring Understandings, and Skills:**

1. Read a variety of works about identity from a wide array of voices
2. Write to explore theme and character
3. Write to develop engaging narratives
4. Practice the writing process
5. Practice listening and speaking through discussion, group work, and presentations

#### **Standards:**

##### **Reading:**

R1: I can cite strong text evidence to support my topic and ideas.

R2: I can identify and analyze themes and central ideas.

R3: I can identify and analyze literary elements, especially the use and development of character.

R4: I can identify and analyze author's craft.

R10: I can demonstrate comprehension of informational and literary texts.

##### **Writing:**

W2: I can write organized, well-supported expository texts.



- I can introduce my topic and organize my ideas.
- I can develop my topic and ideas in my writing using details, quotations, and examples from the text.

W3: I can write organized narrative texts that utilize narrative techniques.

- I can use narrative techniques: dialogue, characterization.
- I can use narrative paragraphing and organization.

**Language:**

L1: I can use a variety of sentence structures in my writing.

L2: I can use correct capitalization, punctuation—including semi-colons—and spelling.

**Writing Process:**

W5/W10: I can practice English 1-2 skills: the writing process and reading strategies.

**Speaking and Listening:**

SL: I can share my understanding through discussions and presentations.

**Course Details**

*Learning Expectations*

**Materials/Texts**

- Choice book (physical copy, Ebook, Audio Book)
- Spiral notebook, sized 8 ½ x 11 inch
- Pens (blue or black ink) or pencils
- Highlighter for marking text

**Course Content and Schedule:**

Unit 1: Short Fiction  
 “My Name” by Sandra Cisneros  
 “Snow” by Julia Alvarez  
 “Girl” by Jamaica Kincaid  
 “Fish Cheeks” by Amy Tan  
 “St Lucy’s Home for Girls Raised by Wolves” by Karen Russell  
 Plus others

Unit 2: Poetry  
 Poems by Claude McKay, Wilfred Owen, Langston Hughes, Jamaica Kincaid, Gwendolyn Brooks, Pat Moore, and many others

Unit 3: Longer Fiction  
 The Book of Unknown Americans by Cristina Henriquez and nonfiction articles

Unit 4: Drama  
 If time allows...  
*The Tragedy of Romeo and Juliet* by William Shakespeare and non-text media including films and art

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

**Special Education Students:**

Accommodations indicated by Individual Education Plans and 504 plans will be made in cooperation with students, special education teachers, and parents. Some standard accommodations include, but are not limited to, use of available technology, additional scaffolding, and extended time to write.

**ELL:**

Strategies used in this class to address ELL needs include those found in Sheltered Instruction Observation Protocol (SIOP) such as:

- Posting clearly defined content and language objectives
- Emphasizing key vocabulary (pre-teaching with visuals)
- Using a variety of techniques to make language comprehensible (clear explanation of tasks, slower speech, increased wait time for students responses, gestures)
- Scaffolding techniques like think-alouds to support student understanding
- Allowing for frequent opportunities for student interaction (pair-shares, small/large group work)
- Using activities that integrate reading, writing, speaking and listening
- Providing regular feedback and conducting assessment of student comprehension and learning

**TAG:**

Assignments and activities are designed to allow students to work to and beyond their ability, if so desired, and include reader responses, dialogue journals, levels of questioning, text annotation, open-ended learning tasks and writing prompts, flexible grouping, and Socratic Seminar. Frequent teacher feedback is given to students, along with suggestions for further exploration of academic content and development of reading and writing skills.

Safety issues and requirements (if applicable):	N/A
Classroom norms and expectations:	<p><b>Behavioral Expectations:</b> At Franklin High School, in addition to following all school rules, we expect staff and students to:</p> <p><b>Strive</b> to be...</p> <p><b>Thoughtful</b>--We put time and effort into our work</p> <p><b>Respectful</b>--We respect the diverse learning needs of our peers</p> <p><b>Organized</b>--We are present and on time to class</p> <p><b>Neighborly</b>--We greet others and interact positively</p> <p><b>Generous</b>--We share our resources with each other</p> <p>Students are expected to conduct themselves in the classroom with integrity and honesty, including but not limited to:</p>

	<ul style="list-style-type: none"> <li>● Adhere to Franklin’s STRONG behavioral matrix <a href="#">See student handbook</a></li> <li>● Attend each class punctually.</li> <li>● Stay engaged, and we encourage you to turn your video on at least once throughout synchronous class meetings--as works for you--and appropriately <b>contribute to discussions</b>.</li> <li>● Use the chat function during our meets ONLY to answer teacher-posed questions, or as directed by teacher.</li> <li>● Complete assignments, including readings.</li> <li>● Keep cell phones, work from other classes, and other distractions away.</li> <li>● Be honest in all matters of scholarship. It is painfully obvious when students borrow ideas from online sources. <b>Be brave enough to make your own literary interpretations</b>. Please review and sign the Academic Honesty Policy as plagiarism of any kind will not be tolerated.</li> <li>● Ask for help.</li> <li>● Be respectful to others, their ideas, and their right to learn.</li> </ul> <p>If problems arise as a result of disregard for behavioral expectations, these are the <b>consequences</b>:</p> <ol style="list-style-type: none"> <li>1. Warning; talk to you, privately if possible</li> <li>2. Conference with you and possible school support team / Level 1 Report documentation</li> <li>3. Call Home</li> <li>4. If these steps do not resolve the problem, a conference with school administrator will be necessary / Level 2-3 Referral</li> </ol>
<p>Assessment of Progress and Achievement:</p> <p>Students will complete Formative Assessments (practice), receive feedback, and then apply their learning to Summative Assessments. These assessments are tied to the course standards. Students may rewrite and resubmit summative assessments.</p> <p><b>Summative Assessments</b> make up <u>70%</u> of your overall grade. These assessments include formal TISAS paragraphs, essays, and formal small group work. Think of these as assessments to <u>demonstrate</u> your skills.</p> <p><b>Formative Assessments</b> make up <u>30%</u> of your overall grade. These range from discussions, reading checks, group work, and practice assignments. Think of these as assessments to <u>practice</u> your skills.</p>	
<p>Progress Reports/Report Cards (what a grade means):</p>	

Assessments are scored on a 4 point scale:

- Highly Proficient  
4.0
- Proficient  
3.0
- Close to Proficient  
2.0
- Developing Proficiency  
1.0
- Insufficient Evidence  
NE

**At the end of the semester** (January), averages convert to letter grades determined by the following:

A	4.0 - 3.6
B	3.5 - 3.0
C	2.9 - 2.5
D	2.4 - 2.0
F	< 1.9

Career Related Learning Experience (CRLEs) and Essential Skills: N/A

#### Communication with Parent/Guardian

What methods are used to communicate curriculum, successes, concerns, etc.?  
Instructor will use email through Synergy to communicate with families. Parents can also join the class on Canvas, as an “observer” to see the assignments.

#### Personal Statement and other needed info

##### My Commitment to Students:

**I commit to making this historic moment an opportunity to grow as an educator and learner.** For too long, white voices have been centered in the English classroom, and this is a function of systemic racism. We will be focusing our study on works by writers of color and will continually ask ourselves the question of whose story is being told and from whose perspective.

**I commit to meeting you where you are at.** This pandemic exposes our humanity and vulnerability. I hope to offer you grace and understanding.

**I commit to relationships, relevance, and rigor.** I know that real learning happens when students feel a sense of belonging and my goal is to help foster that kind of environment. I also know that what we learn in the classroom is most meaningful when it is relevant to our lives; I will aim to relate our study of literature back to our experiences in the real world. Rigor is that perfect moment in learning when you feel challenged and inspired all at the same time. When a text or assignment is rigorous, it is never dull because it is pulling you into more authentic understanding of a fundamental idea. I will provide you with opportunities to engage in rigorous texts and assignments. I take teaching you seriously and am looking forward to helping you become better readers, writers, speakers and thinkers.

I look forward to this adventure with you. Reach out to me with any questions, concerns, or ideas.  
jsouza@pps.net

