



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: English 1-2		
Instructor Name: Jordan Souza	Contact Info: jsouza@pps.net	
Grade Level(s): 9		
Credit Type: (i.e. "science", "elective") English	# of credits per semester: 1	
Prerequisites (if applicable): None		
<p>General Course Description: Freshman English 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. We will analyze characters, identify and explore theme, 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 you will gain comfort in expressing your ideas and building knowledge with your peers through discussion and small group work. My hope is that we can work together to become better writers, inquisitive readers, and confident speakers. We will make the most of this strange year and grow together.</p>		
<u>Prioritized National/State Standards:</u>		
Student-Friendly Language		
<ol style="list-style-type: none">1. Read a variety of works about identity from a wide array of voices2. Write to explore theme and character3. Write to develop engaging narratives4. Practice the writing process5. Practice listening and speaking through discussion, group work, and presentations		
CCSS Language:		
RL.9.1		
Cite strong and thorough textual evidence to support analysis of what the text.		
RL.9.2		
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.

W.9.2

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.

W. 9.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

SL.9.1

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Learning Expectations

Materials/Texts:

- Essay by John Lewis
- ["Snow"](#) by Julia Alvarez
- ["St Lucy's Home for Girls Raised by Wolves"](#) by Karen Russell
- ["Red Dress"](#) by Alice Munro
- Poems by Claude McKay, Wilfred Owen, Langston Hughes, Jamaica Kincaid, Gwendolyn Brooks, Pat Moore, and other
- *The Book of Unknown Americans* by Cristina Henriquez and nonfiction articles

Course Content and Schedule:

- I. Grounding Unit (John Lewis Essay/Soft Start)
- II. Unit 1: Short Fiction
- III. Unit II: Narrative Writing
- IV. Unit III: Poetry
- V. Unit IV: Novel

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

Highly-able students will...

- have access to supplemental materials above and beyond what the rest of class reads through the Honors program
- take leadership roles in initiating an array of collaborative discussions
- have choice when selecting prompts for projects and essays

ESL students will have access to...

- audio recordings of most of our texts
- explicit instruction regarding academic language
- clear written directions for all assignments
- graphic organizers and sentence frames
- assessments based on priority standards
- teacher assistance during asynchronous and office hour time

Special Education students will have access to...

- accommodations based on their IEPs
- clear written and spoken directions at all times
- graphic organizers and sentence frames
- audio recordings of most of texts read in class
- modifications if student is on a modified diploma
- access to one on one instruction during asynchronous and office hour times

Safety issues and requirements (if applicable):
Students will use pps accounts to access the meetings.

Classroom norms and expectations:

Norms:

- Mic off when not talking
- Camera on--as works for you
- Use chat ONLY to communicate with the teacher, or at my direction
- 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

Expectations: Students are expected to conduct themselves in the classroom with integrity and honesty, including but not limited to:

- Adhere to Franklin's STRONG behavioral matrix (see Student Handbook).
- Attend each class punctually to the best of your ability.
- Stay engaged and limit multi-tasking
- Complete assignments, including readings.
- Be honest in all matters of scholarship.
- Ask for help.
- Be respectful to others, their ideas, and their right to learn.

Evidence of Course Completion

Assessment of Progress and Achievement:

I am piloting a new grading system called Interview Based Grading that is composed of three major moves:

1: Grounding & Goal Setting Interview:

- At the start of the semester, student and teacher meet one on one. Teacher and student collaborate to collect notes on the meeting. They discuss the following using [this](#) document:
 - With reading, writing, speaking, and listening in mind, what does the student *already* know?
 - [ELA Priority Standards](#)
 - What does the student *want* to learn about?
 - How does the student learn best?
 - [Types of Learning](#)

- How can the teacher help the student achieve their learning goal?
- Can the student and teacher make agreements or a plan of action?

2: Learning Portfolio:

- Students complete work that is assigned throughout the semester.
- Students organize a digital or hard copy of a portfolio that shows reading, writing, listening, and speaking skills that they are working on. More information can be found [here](#).
- At times throughout the semester, students publish or share their work in small groups, one on one with teacher, or whole class sharing.

3: Reflective Interview:

- At the end of the semester, students meet with the teacher and revisit the grounding interview. Student and teacher reflect on what they learned, where they struggled, and where they thrived. Together, they examine the student’s Learning Portfolio. As a final reflection, student and teachers compose a synthesis of learning (reflective paragraph, learning log, video recording, etc). If needed, a plan is made for learning and relearning in the future and, if moving on to another course, the student composes a letter to a future teacher.

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

Quarter Grades/Progress Reports:

- Self Assessments
- Portfolio Sharing (1:1, small group, whole class)

Translation to Final Grade:

A	B	C	D
Student engaged fully in each interview and set meaningful goals	Student engaged in each interview.	Student engaged in most interviews.	Student had difficulty engaging in interviews and setting learning goals.
Student maintained a portfolio that shows an upward trajectory	Student maintained a portfolio of work.	Student maintained a portfolio of work, though it may not have enough evidence of learning.	Student was not able to maintain a portfolio of work.
Student authentically reflected on what was learned and what is left to be learned.	Student reflected on what was learned and what is left to be learned.	Student reflected on what was learned.	Student was not able to reflect on what was learned or what is left to be learned.

Career Related Learning Experience (CRLEs) and Essential Skills:

- Students will complete at least one Essential Skills essay (narrative)

Communication with Parent/Guardian

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

- Canvas
- Email
- Phone

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. I will not “phone it in” simply because we are distance learning. 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. For a full description of accommodations for students who are receiving special education services, English Language Development services, and/or who are identified as TAG, please see the comprehensive version of the syllabus which can be found online.

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 do my best to provide you with rigorous texts and assignments. Because, after all, I want us all to learn a thing or two.