



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: AP Support - English		
Instructor Name: Elisa Wong	Contact Info: ewong@pps.net	
Grade Level(s): 11-12		
Credit Type: Elective	# of credits per semester: 1	
Prerequisites (if applicable):		
General Course Description:The AP support course will aim to prepare AP English Language and AP English Literature students for the AP Exam in May. The course will review material covered on the AP Exam, and begin test prep through the use of AP exams from previous years.		
Prioritized National/State Standards:		
AP English Language standards can be found in the AP English Language Course and Exam Description.		
<ul style="list-style-type: none">https://apcentral.collegeboard.org/pdf/ap-english-language-and-composition-course-and-exam-description.pdf?course=ap-english-language-and-composition		
AP English Literature standards can be found in the AP English Literature Course and Exam Description.		
<ul style="list-style-type: none">https://apcentral.collegeboard.org/pdf/ap-english-literature-and-composition-course-and-exam-description.pdf?course=ap-english-literature-and-composition		
Course Details		
Learning Expectations		
Materials/Texts AP Classroom AP Central website		
Course Content and Schedule:		
AP Language:		
<ul style="list-style-type: none">Rhetorical AnalysisArgumentSynthesisRhetorical SituationClaims and EvidenceReasoning and OrganizationStyle		



AP Literature:

- Short Fiction
- Poetry
- Longer Fiction or Drama
- Character
- Setting
- Structure
- Narration
- Figurative Language
- Literary Argumentation

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

The differentiation strategies used in this course are based on the evidence (data) received through multiple forms of pre-, on-going and formative assessments. Students are pre-assessed through writing prompts, pre-tests, and culminating writing assignments from previous units of study. Formative (on-going) assessments include journal entries, think-pair-share, oral questioning, Socratic Seminar, reading quizzes, and timed writing assessed every week to keep track of student thinking and writing. Mini-lessons are crafted to target weaknesses in students' reading and writing skills as determined by formative assessments. Summative assessments include, but are not limited to, completed notebook checks, final tests that include multiple choice, matching, true/false questions, and essay responses, and a culminating writing piece (narrative, expository, literary analysis, research, persuasive, reflective, summary).

Students who need accommodations: 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/ESOL: Strategies used in this class to address ELL needs include those found in Sheltered Instruction Observation Protocol (SIOP) and Guided Language Acquisition Design (GLAD), such as:

- Posting clearly defined 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 student responses, gestures)
- 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 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. Teacher feedback is given to students, along with suggestions for further exploration of academic content and development of reading and writing skills. Enrichment activities, such as field trips to theaters and museums, vary from year to year depending on local offerings and relevance to academic content.

Safety issues and requirements (if applicable):

Classroom norms and expectations:

Classroom norms and expectations:

During Live Class Sessions and Small Group Instruction:

- 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
- Stay engaged
- Speak your truth
- Experience discomfort
- Expect/Accept non-closure

Attendance and Absences:

- If a student is absent, please check in with teacher via email, then log on to Canvas-Modules. Review Daily Slideshows and Assignments.
- Use Asynch time to catch up on missed classwork and homework.
- Record Asynch Attendance regularly.

Asking for Help:

- Drop in during Asynch time or make an appointment during Office Hours to get individual help with Ms. Wong

Evidence of Course Completion

Assessment of Progress and Achievement:

Students will complete in-class weekly activities, practice essays, and progress checks. Students will work in groups and complete peer review activities, as assigned.

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

Students will be graded based on completion of review tasks given on a weekly basis. See above description.

Grades for this course will be Pass/No Pass.

Career Related Learning Experience (CRLEs) and Essential Skills:

Communication with Parent/Guardian

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

Direct communication between teacher and parent/guardian/important adult:

- Emails via PPS and Synergy (ParentVue)
- Remind messages
- Phone calls, if needed

Personal Statement and other needed info