



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: College and Career Exploration		
Instructor Name: Christina Kavehrad	Contact Info: ckavehrad@pps.net	
Grade Level(s): 9		
Credit Type: Elective	# of credits per semester: 1	
Prerequisites (if applicable): N/A		
General Course Description: CCE, or College and Career Exploration, is a class designed to equip ninth grade students with the skills, habits, and resources necessary for them to make a successful start to high school and prepare them for the world after graduation. Students will also learn and utilize a variety of digital communication tools and spend time building their reading and thinking skills by participating in and using activities and strategies such as the following: Article Annotation and Reflection AVID Critical Reading Strategies SOAPSTone Reading Strategy		
Prioritized National/State Standards: CS.PM.02, CS.CD.01, CS.CD.03, CS.CD.04, CS.CD.02, CS.CD.04-.05, CS.EF.01-.08, CS.PS.01, CS.PS.04, CS.PS.05, CS.HS.02, CS.HS.06, CS.TW.02, CS.PS.08 AVID Standards: 9-ORG.A.1, 9-ORG.A.2, 9-ORG.A.3, 9-CD.B.1, 9-CD.C.1, 9-CD.D.1, 9-ORG.C.1, 9-ORG.C.2, 9-ORG.C.3 9-CR.C.1., 9-CR.C.2., 9-CR.C.3, 9-CR.E.1, 9-CR.E.2, 9-CR C.4		
Course Details		



Learning Expectations

Materials/Texts
N/A (All Digital)

Course Content and Schedule:

Community Building
High School 101
Critical Thinking and Communication
College and Career Exploration
Budgeting and Resumes
Social Justice and Equity

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

Special Education/Struggling 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 complete assignments/assessments.

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:

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 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, Cornell Notes, text annotation, open-ended learning tasks and writing prompts, flexible grouping, and individual research projects. Frequent teacher feedback is given to students, along with suggestions for further exploration of academic content and development of reading and writing skills.

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 Cornell Notes summaries, think-pair-share, oral questioning, Socratic Seminar, and exit slips are assessed every week to keep track of student thinking and writing. Mini-lessons are crafted to target weaknesses in students' skills as determined by formative assessments.

Safety issues and requirements (if applicable):

N/A

Classroom norms and expectations:

Behavioral Expectations:

At Franklin High School, in addition to following all school rules, we expect staff and students to:

Strive to be...

Thoughtful--We put time and effort into our work

Respectful--We respect the diverse learning needs of our peers

Organized--We are present and on time to class

Neighborly--We greet others and interact positively

Generous--We share our resources with each other

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.
- Stay engaged--we encourage you to turn your video on at least once throughout synchronous class meetings--as works for you--and appropriately **contribute to discussions.**
- Use the chat function during our meets ONLY to answer teacher-posed questions, unless otherwise directed by the teacher.
- Complete assignments

- Keep cell phones, work from other classes, and other distractions away.
- Be honest in all matters of scholarship -- plagiarism is not tolerated and is easily tracked within Canvas.
- Ask for help and be helpful to your peers.
- Be respectful to others, their ideas, and their right to learn in a safe environment.

Evidence of Course Completion

Assessment of Progress and Achievement:

Summative Assessments (such as major portfolio projects) are worth 70% of the overall grade. Summative assessments can be re-submitted for a higher score.

Formative Assessments (practice and support assignments such as quick writes) are worth 30% of the overall grade. Formative assessments are often graded on participation (an authentic effort will result in automatic full points).

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

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:

Depending on what is available this year...

Guest speakers

Career Information System (CIS)

Communication with Parent/Guardian

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

Parents/guardians can contact me through Remind and email. I will send out announcements regarding coursework and curriculum via Student/Parent Vue, Canvas Announcements, and Remind. I will also reach out to communicate concerns and successes via email and/or Remind. I will use these platforms to attempt to set up phone or Google Meets meetings when it seems most beneficial. Parents/guardians can also join the class on Canvas, as an “observer” to see 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. We are in this together.

I commit to meeting you where you are. This pandemic exposes our humanity and vulnerability. I will offer you grace and understanding. I know that everyone learns differently, and I will differentiate for you. I work alongside students receiving ELD, SPED, and/or TAG services to provide learning experiences that work for you.

I commit to relationships, relevance, and rigor. I will get to know you by seeing your strengths; I will try my best to provide an interesting and engaging curriculum, and to help you challenge yourself in a supportive environment. I will create multiple opportunities for you to provide feedback and inform my instructional choices.