

Course Syllabus



Franklin High School	2020-2021
<p>DIRECTIONS: For each course, complete the syllabus and share with your evaluating/supervising administrator as a pdf (“File-download-PDF document”) <u>by 9/28/20</u>. Syllabi will be posted on the FHS website under your name for the public to view.</p>	
Course Overview	
<p>NOTE: For core classes, all elements of this section (except for name and contact information) are the same.</p>	
Course Title: English 1-2	
Instructor Name: Christina Kavehrad	Contact Info: ckavehrad@pps.net
Grade Level(s): 9	
Credit Type: (i.e. “science”, “elective”) English	# of credits per semester: 1
Prerequisites (if applicable):	
<p>General Course Description:</p> <p>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. We will analyze characters, identify and explore themes, cite textual 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 their ideas and building knowledge with their peers through discussion and small group work. My hope is that we can work together to become better writers, inquisitive readers, confident speakers, and critical thinkers.</p>	
<p>Prioritized National/State Standards:</p> <p>The English department has chosen the following standards to prioritize this year.</p> <p>Common Core Language Arts Standards for Grade 9:</p> <ul style="list-style-type: none">● Cite text evidence that is relevant and used to analyze evidence and support main ideas● Writing Informative/Explanatory pieces where students can organize and explain ideas● Narrative Writing of detailed moments using elements of fiction	



- Identify theme in texts and be able to write thoughtful and organized theme statements
- Identify character and important aspects of character traits in texts

Teaching for Tolerance Social Justice Standards:

- Identity 3: I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
- Justice 13: 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.

Course Details

Learning Expectations

Materials/Texts

Please see course content below for some of this semester’s texts.

Course Content and Schedule: (Please note that modifications and adjustments will occur based on time and the needs of the class)

Short Stories/ Elements of a story
 Narrative Writing
 Aristotle and Dante Discover the Secrets of the Universe
 The Hero’s Journey
 The Odyssey/ Argument writing

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

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, and 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, or as directed by the teacher.
- Complete assignments, including readings.
- Keep cell phones, work from other classes, and other distractions away.
- Be honest in all matters of scholarship. It is painfully obvious when students borrow ideas from online sources. **Be brave enough to make your own literary interpretations.** Please review and sign the Academic Honesty Policy as plagiarism of any kind will not be tolerated.
- Ask for help.
- Be respectful to others, their ideas, and their right to learn.

If problems arise as a result of disregard for behavioral expectations, these are the **consequences:**

1. Warning; talk to you, privately if possible
2. Conference with you and possible school support team / Level 1 Report documentation
3. Call Home

4. If these steps do not resolve the problem, a conference with school administrator will be necessary / Level 2-3 Referral

Evidence of Course Completion

Assessment of Progress and Achievement:

Grading Policies and Practices

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 any assessments that aren't graded solely on completion, as described below.

Summative Assessments make up 60% of your overall grade and are assigned a 1-4 number value based on the 4 point proficiency scale (see scale below). All students will receive full points if they make two sincere attempts at teacher-guided revisions.

Formative Assessments make up 40% of your overall grade. Depending on the nature of the formative assessment, they will either be graded solely on completion (0 points or full points) or following the same procedure as summative assessments (initial proficiency-based score with opportunity for full points if two sincere attempts at revisions are made).

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, 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

As needed, I will be using my professional discretion to make individualized decisions about student grades based on factors such as engagement, growth, quality of work, proficiency, alternate assignments, etc.

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

Communication with Parent/Guardian

Contacting Me

Students may always ask us questions in class, and are encouraged to utilize tutorial time or to schedule a time to talk with me whenever they need help. I also welcome contact from parents and guardians. I can be contacted via email at ckavehrad@pps.net and am always happy to schedule telephone calls or a video conference.

Parent/Guardian Notification Regarding Class Content

In exploring a wide array of English skills and knowledge, students will be exposed to various content that may delve into mature themes or contain mature language. Content may include but is not limited to: novels, poems, nonfiction texts, songs and music videos, films, plays, satirical or comedy news programs, and other relevant curricular content. All materials will be examined as texts—we will look critically at how they are composed for a specific purpose and to what degree that composition is effective. I believe strongly in the academic value of studying these materials, and I will do my best to ensure that we deal with any controversial content in a responsible manner that promotes learning. Students will be warned in advance about mature content, and will be given the opportunity to communicate with me about alternative options if necessary.

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.

