



Course Syllabus

Franklin High School		2020-2021
Course Overview		
Course Title: Basic Math		
Instructor Name: Tyler Riggs	Contact Info: triggs@pps.net	
Grade Levels: 9-12		
Credit Type: ELA/Science	# of credits per semester: 1	
Prerequisites (if applicable): none		
General Course Description: Students work to build skills in: Phonemic Awareness and Phonics, Word Recognition and Spelling, Vocabulary, Grammar, Listening and Reading, Speaking, and Writing.		
<p><u>Prioritized National/State Standards:</u></p> <p>CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>CCSS.ELA-LITERACY.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p>CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>CCSS.ELA-LITERACY.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>CCSS.ELA-LITERACY.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>CCSS.ELA-LITERACY.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.ELA-LITERACY.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-LITERACY.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <p>CCSS.ELA-LITERACY.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCSS.ELA-LITERACY.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>		



Course Details
<i>Learning Expectations</i>
<p>Materials/Texts Computer and access to the internet</p>
<p>Course Content and Schedule: Informative writing on a topic of importance to the student. Expository writing on a person or character of importance to the student. Reading, vocabulary, and comprehension activities around public parks. Reading, vocabulary, and comprehension activities around changes occurring on Earth.</p>
<p>Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other): Ability to represent work on paper, Google Docs, Slides, and verbally. Work differentiated to allow students the ability to demonstrate their knowledge on fewer and/or simplified problems. Work extended to allow students who have already mastered or are progressing at a faster rate than peers towards lesson/unit objectives opportunities to extend and apply learning further. One:one or small group support for students from paras and teacher.</p>
<p>Safety issues and requirements (if applicable): n/a</p>
<p>Classroom norms and expectations:</p> <ul style="list-style-type: none"> ● Show up on time and ready to learn ● Keep environment free of distractions ● Be respectful to yourself and others
<i>Evidence of Course Completion</i>
<p>Assessment of Progress and Achievement: Summative project at the end of each unit Formative checks during class during check-ins with paras and teacher</p>
<p>Progress Reports/Report Cards (what a grade means): A- Excellent; student demonstrates skills >90% of time B- Highly performing; student demonstrates skills >80% of time C- Performing; student demonstrates skills >70% of time D- Minimally performing; student demonstrates skills >60% of time F- Failing; student demonstrates skills >50% of time I- Student present in class less than 50% of time; student not present enough to demonstrate essential skills</p>
<p>Career Related Learning Experience (CRLEs) and Essential Skills: Opportunities to interact with vocational writing speaking to students strengths and beliefs. Reading and comprehension activities related to current events in social studies, current events, and science.</p>
Communication with Parent/Guardian

What methods are used to communicate curriculum, successes, concerns, etc.?
Unit and daily lesson assignments communicated over Google Docs and/or over Canvas.
Reminders sent out over Remind.

Personal Statement and other needed info

