



Course Syllabus	
Franklin High School	2019-2020
Course Title: English 1/2	Grade Level(s): 9
Prerequisites: None	
Course description: <u>Themes/Content:</u> Students will examine the major genres through themes related to personal identity, personal journey, and heroism. <u>Readings:</u> Students will explore a balance of contemporary and classic works - possibly including short stories, essays, novels, poetry, dramas, non-fiction, and film. <u>Writing:</u> Students will focus on writing to explain, analyzing literature, and producing narratives using elements of fiction. Students will also gain experience with using the writing process to produce, revise, and publish their writing. <u>Skills/Standards:</u> <ul style="list-style-type: none">• Cite textual evidence• Analyze theme and character• Expository and narrative writing• Sentence structure• Grammar and punctuation• Discussions and presentations. Honors: Self-directed honors option available.	

Standards:

RL.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL 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.

RI 2 - Determine a central idea of a text and analyze 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.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 3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W 5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W 6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

L 1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SL 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.

Schedule of topics/units covered:

First semester:

Short stories and elements of a story, including theme, novel unit (*Aristotle and Dante Discover the Secrets of the Universe*), the hero's journey, and *The Odyssey*, with an entry level argument unit.

Second semester:

Poetry creation/novel study(*Bronx Masquerade*)

Writing Portfolio Project

Romeo and Juliet

Informative text and argument

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

Challenge assignments and enrichment opportunities, honors credit offered. Graphic organizers, sentence starters, models for writing.

Audio books and summaries for reading.

Website for content and information when not in class

Final proficiencies: (Priority standards are embedded into these assessments)

First semester:

C or better on comprehensive final exam, mostly focused on writing information

C or better on narrative or essay

Participation in Socratic Seminar

Second semester:

C or better on writing portfolio project

Open Mic poem presentation

Knowledge of Romeo and Juliet

Assessment (pre/post)/evaluation/grading policy:

65% papers, tests, quizzes and projects

20% classwork/homework(completed assignments and quality work)

15% participation(classroom participation and being prepared for class and turning in assignments on time regularly)

Behavioral expectations:

Respect yourself and others

- No racist, sexist, or homophobic remarks will be tolerated
- No name calling or harassing
- Bring all materials to class
- Respect your personal area and the school area-keep it clean
- No talking out or turn or off subject
- Electronic devices need to be put away or used appropriately in class
- Follow all school rules (see Franklin High School Student Handbook)

Safety issues and requirements:

Understand safety procedures for fire, earthquake, lock down and lock in. When we evacuate, exit the building and meet on the 31 yard line, south. Line up in alpha order by last name.