

Dear Parents and Guardians,

Welcome to the 10th Grade at the Franklin School of Innovation! This year will surely be an exciting one; with our second graduating class and a fully grown-out high school, we are all learning and defining what it means to be a Franklin student in upper high school, and we are so excited that you have chosen to take this journey with us. 10th Grade is a year full of unique opportunities and challenges, and as your student is becoming more independent and self-aware, we will spend time reflecting together on how to translate their high school experiences into plans for the future. We also are confident that the academic rigor and support afforded in the 10th grade will prepare your student for whatever path they choose after high school, and we are eager to embark on our plans of deep critical thinking, community service, and leadership development together. The 10th grade team wanted to introduce ourselves, our classes, and a few expectations for our grade level.

From students, we expect a willingness to **engage deeply daily**, to take risks academically, and to push as leadership and collaborators. We expect students to **interact respectfully** with their environment, teachers, and peers, and we expect students to **operate with kindness** towards themselves and others. We expect students to cultivate an **academic curiosity** that will keep their eyes open to new possibilities and also strengthens the skills that have gained as ninth graders. Finally, we expect students to **reflect upon their progress** throughout the year, recognizing that we can learn so much from the process in addition to the products we create.

From our parents and families, we ask for **support and trust**. We expect that there will be times when students are challenged with tasks, especially in the beginning of the year, and we ask that you support your student in **taking ownership of their learning**. This means asking students about their work, and asking what they can do with the support of their teachers and peers to growth with each opportunity, rather than fixing issues that arise for them. We also ask that you **feel comfortable** stepping in when you need more support or information for or about your student. We want you to **see us as a team** in helping your student become an educated, responsible, and empathetic young adult.

From your teachers, you can expect us to work as **coaches in each of our subject areas**. You can expect us to **care deeply** about your student's progress as a learner and as a person throughout the course of the year. You can expect us to **design culturally responsive curriculum** that engages and supports your student, and you can expect us to adjust that curriculum according to your student's needs throughout the course of the year. We will **push your students**, and we will **set and hold boundaries** for your students. Our goal is communicate this progress with you along the way, and you can expect for us to be **prompt and thoughtful** in our responses to any of your concerns or questions.

We are a team that loves collaboration and innovation, and we believe we are poised for the best 10th grade year yet in FSI history. Thank you for sharing your students with us as we continue on the journey of defining ourselves as a school. In the coming days, we will be sending information on how you can access classroom info and assignments. In the meantime, here are some basics to get you started for each of your child's core academic classes:

Civics and Economics with Mr. Reynolds

Welcome! Civics and Economics is a course designed to teach students not only how the United States came into existence, but also to explain the government and economics institutions on which our society is based. Our society and culture in the United States is very different from other parts of the world. This course offers some explanations for why this is the case. Students will learn about what rights and duties are a part of being a citizen. They will learn about how the federal government works and the responsibilities the government has been entrusted with by the Constitution. Students will be required to examine several key Supreme Court Cases that have helped shape the interpretation of the law and directly impacted their daily lives. Lastly, there is a short unit on personal finance that helps students learn financial literacy that they will use in their daily lives.

Honors Civics extends beyond a basic understanding of content and is taught with a greater level of complexity. Students are required to take greater responsibility for the acquisition of content as much of class will be spent delving into analysis and evaluation. Honors Civics is distinguished by a difference in the quality of the work expected, not merely an increase in quantity.

English II with Ms. Connor

In English II, students will move away from the 9th grade exploration of the “self” and begin to develop an understanding of the restrictions and conflicts in their culture and society, their impact on the people and the world around them, and the power of their voice for positive change. Each quarter will focus on the following themes and texts:

1. Who am I and how do I fit into society? ⇒ Defining and breaking gender roles and norms through Shakespeare’s *Twelfth Night*
2. What are the major conflicts in our society? ⇒ Understanding social justice issues through *Witness* by Karen Hesse and *The Hate U Give* by Angie Thomas
3. How can we make a positive impact on the world around us? ⇒ Expedition about biophilic and sustainable design in schools and a meditation on the calming and restorative power of nature through *Desert Solitaire* by Edward Abbey
4. How can I change the world? ⇒ Exploring positive impact, revolution, and the dangers of power through various speeches throughout history and *Animal Farm* by George Orwell

In addition to the topics above, all students will follow a current national/global issue or conflict in the news as they study media literacy through the lens of their chosen topic. Students will have time in class to read and reflect on the development of the issue over the course of the year and the varied ways in which it is portrayed through the use of language, imagery, and rhetoric.

In *addition* to the regular English II work, honors students will read two additional texts, write two papers, give a presentation, and organize and participate in all of our 10th grade English II events. The honors curriculum for English II is designed to be an introduction to the concepts present in 11th grade AP Language, so all extra honors work is intentionally assigned to prepare honors students for the AP track.

Math II with Ms. Padfield

Math II is a mixture of Algebra and Geometry, with a large focus on graphing, solving equations, and geometrical concepts. Units covered will be: Lines and Angles, Triangles, Trigonometry, Similarity and Translations, Probability, Radical Expressions, Quadratics, and Square Root Functions. We will be building off of knowledge gained in Math I, so please review the content over the summer so that you come in prepared for the curriculum. Students can elect to take Math II as either a regular or honors course. The honors curriculum

will include harder, more complex problems and tasks on homework, tests and projects. This does not usually mean *more* work, just more *advanced* work.

I look forward to exploring the world of mathematics with you this year! With an open mindset, hard work ethic, and positive attitude and you will be very successful in class this year!

Bio with?

Finally, thank you for choosing to entrust our team with your student's education. We can't wait to get to know them and to watch them grow. Please feel free to be in touch with us as needs arise and we will do the same. It's going to be an exceptional year.

All best,

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