

COMPONENTS OF A CHS COURSE SYLLABUS

All teachers will be required to complete and submit a course syllabus for every class offered at Central High School. Each course syllabus should be written in Word, provided to students and parents and made available on our Website. A template has been developed and can be used for completing the course syllabus.

Why use a course syllabus? A course syllabus is your communication of the high expectations you have developed for your course to your students, parents and the community. It is your map of planning and your opportunity to reflect upon your course.

Each course syllabus at CHS must include the following components:

1. **A Course Description:** The course description should include the aim of the course, the general topics of study, the place of the program in the course of that study and any prerequisites required for that course of study. Again, teachers should develop a clear, 5 or more sentence description that describes the aim of the course, its place within the program of study, topics covered, the length of the course and any prerequisites.
2. **Instructional Philosophy:** The instructional philosophy is a characterization of the instructional approach you will use in the classroom. It describes what a typical day of instruction might be like in your class. It is the strategies and learning experiences students are likely to experience. The following questions would apply: How will you organize the classroom for student learning? What do you expect of students in terms of participation? Will they work independently or with others? What instructional strategies will you use?
3. **Major Course Goals:** The major course goals should be anywhere from 6 to 7 major outcomes of the course. What are the essential knowledge and skills students will learn. Literacy and numeracy goals developed should be listed. The goals of the literacy program should be listed as a major course goal for all classes. Check the GLE's and Show Me Standards for major course goals. Major course goals are those essential standards that, once mastered, will give a student the ability to use reasoning and thinking skills to learn and understand other curriculum objectives. What endures? What has leverage? What prepares students for the next level of learning—in school, in life and the workplace?
4. **Major Course Objectives/Benchmarks by Quarter:** The major course objectives, as listed in your course curriculum guide, should be included in this section. Each objective/benchmark is to be divided out by quarter and covered on the quarter exam required in all classes. Mastery of the objective is required with a minimum of 70%.
5. **Required/Recommended Readings:** **Required/recommended readings should include all reading materials you will require and/or recommend that students read for this course. The number of books required should be listed. Please refer to the literacy plan and Mr. Weiss for more details.**
6. **Major Course Projects and Instructional Activities:** The major course projects and instructional activities should include the “body of work” that students must complete as evidence that they have met course standards. You should also

- define the level of challenge of this work. Do these assignments and projects give students ample opportunity to demonstrate what they should know and be able to do (the standards) for the course? Do the assignments and projects ask students to read and demonstrate an understanding of what was read, written and given in oral presentations? Do the assignments and projects ask students to apply what they are learning to real world problems and situations?
7. **Course Assessment Plan:** The course assessment plan describes the major projects and assignments that will be assessed for the class. It includes how this work will be translated into a grade for the course. It should include more than just percentages. It is a list of the goals or standards for your course and a description of how you will use the assessments to determine whether a student is competent on that standard. Are there multiple ways students can “ show what they know?” Are these methods appropriate for the standards of the course? Do you include open-ended constructive response and performance tasks/events on tests? Is there a final exam and is it comprehensive and given school-wide? (yes, yes and yes!) Do the assessments you’ve listed give you a complete picture of whether or not students have mastered the content of the course? Would students be required to redo work until it meets a standard of quality on any of these assessments?
 8. **Classroom Expectations:** The classroom expectations are the rules and regulations you set forth for your class. Your policy on tardies, classroom bell ringers, use of pens, pencils etc. Your classroom expectations should in no way contradict the policies and regulations as outlined in the student handbook, including homework policies.
 9. **Supplies and Materials Needed:** A listing of the supplies and materials needed for this course should be included in this section.
 10. **Homework Policy and Grading Scale:** The homework policy and grading scale will be the same policies adopted by the school board and included in the student handbook. A reference will be made in the template to see the handbook. Any other regulations you may have should be listed in this section.
 11. **Extra Help:** All teachers should provide students with the times, ways and directions they will provide students with extra help, whether required or not required. A schedule of your times should be made available. Required extra help will be listed in the template.
 12. **Time and Place to be Reached by Parent:** Please include in your course syllabus how a student or parent may contact you and/or access your school notes website. Please list your email address and school number along with your planning time and how best to contact you if questions arise.

I will be using a criteria sheet for assessing your course syllabus that I will provide to you with this handout. Please read the criteria carefully and understand that some of the criteria may not apply to your particular course of study. I believe that with higher expectations, our courses can and must have more rigorous coursework that is spelled out to our students and parents from the beginning.

Good Luck,
Brad Coleman

TITLE
COURSE SYLLABUS

Course Description:

Instructional Philosophy:

Major Course Goals:

Major Course Objectives/Benchmarks by Quarter:

1st Quarter:

2nd Quarter:

3rd Quarter:

4th Quarter:

Major Course Projects and Instructional Activities:

Required/Recommended Readings:

Course Assessment Plan:

Classroom Expectations:

Supplies and Materials Needed:

Homework Policy and Grading Scale: Please refer to the Student Handbook for the Homework Policy. The grading scale is as follows:

A.....100-95	C.....76-73
A-94-90	C-.....72-70
B+.....89-87	D+69-67
B.....86-83	D.....66-63
B-.....82-80	D.....62-60
C+.....79-77	F59-0

Extra Help:

Time and Place to be Reached by Parent:

