



## Syllabus: Practices & Policies

2021-2022		Franklin High School	
<b>Section 1: Course Overview</b>			
<i>Course Title</i>	Advanced Placement US History		
<i>Instructor Info</i>	Name: Greg Garcia		Contact Info: ggarcia1@pps.net
<i>Grade Level(s)</i>	AP US History is generally taken by 11th graders, however, it can be taken by 10th graders transferring from a school where it was taught at that grade level and 12th graders looking for an extra US History class to take.		
<i>Room # for class</i>	Room: SS-227		
<i>Credit</i>	Type of credit: Social Studies/U.S. History Credit      # of credits per semester: .5/semester 1 for full year.		
<i>Prerequisites (if applicable)</i>	No prerequisite is required but students are strongly encouraged to take AP World History beforehand to have a better familiarity with AP History assessments. Students who don't attend AP World History will be brought up to speed on what they missed if they took a standard class.		
<i>General Course Description</i>	In this class we will examine the complex American experience from colonial times to modern day. In eight months (less than a year in college), you will be covering three sophomore level college classes (HST 201, HST 202, HST 203) and <b>you can take a test to earn those college credits before graduating high school.</b>		
<b>Section 2: Welcome Statement &amp; Course Connections</b>			
<i>Personal Welcome</i>	Greetings, E Komo Mai, and Bienvenidos to Mr. García's AP US History class. I am absolutely thrilled to have you aboard as we boldly go into the various frontiers of American History.		



<p><i>Course Highlights</i> (topics, themes, areas of study)</p>	<p>AP US History covers the length and breadth of American History in college level detail. It is divided into 9 units starting with Columbus and ending in the present day.</p>
<p><i>Course Connections to <a href="#">PPS Reimagined Vision</a></i></p>	<p>AP US History connects to the PPS Reimagined Vision by emphasizing the following domains:</p> <ul style="list-style-type: none"> <li>● Consistent and Reliable Instruction: Contingencies are planned for both in-person instruction and the sudden transition to Comprehensive Distance Learning (CDL) if necessary.</li> <li>● Knowledgeable and Committed to Lifelong Learning: The end of the year project is designed to give students professional grade historical interpretation skills which can be parlayed into research projects and relationships with professional organizations that can last beyond a student's time in my classroom.</li> <li>● Racial Equity and Social Justice Centered: Students will be given the materials and skills to become fully developed and knowledgeable citizens by examining the complex nature of the American experience while emphasizing perspectives and narratives that have been overlooked by the textbook.</li> </ul>

**Section 3: Student Learning**

<p><i>Prioritized Standards</i></p>	<p>The following standards will be explored in the course:</p> <ul style="list-style-type: none"> <li>● HS 61 - Analyze and explain persistent historical, social and political issues, conflicts and compromises in regards to power, inequality and justice and their connection to current events and movements.</li> <li>● HS 11 - Examining the pluralistic realities of society recognizing issues of equity and evaluating the need for change</li> </ul>
<p><i><a href="#">PPS Graduate Portrait Connections</a></i></p>	<p>I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait:</p> <p>Emphasizing "Positive, Confident, and Connected Sense of Self." Multiple Perspectives are centered in every lesson. These lessons are intended to empower students to learn more about themselves and to celebrate their rich and diverse identities. Students then have the opportunity to apply these skills in any school appropriate avenue they choose as an expression of their sense of self with the public history project course final.</p>



<p><i>Differentiation/ accessibility strategies and supports:</i></p>	<p>I will provide the following supports specifically for students in the following programs:</p> <p><i>Special Education:</i> Students will have additional access to teachers through Special Tutorials which happen every week, regardless of the official Franklin High School Schedule (every Wednesday from 3:30-5:00+ in my classroom). Students will also have the opportunity to retake any test or quiz with which they are dissatisfied.</p> <p><i>504 Plans:</i> Students can be given extended deadlines if necessary as part of my Universal Academic Income policy which reads as follows.</p> <ul style="list-style-type: none"> <li>● Directive 1: Regularly attending students (either in person or who check in via email) qualify for full coverage of Universal Academic Income.</li> <li>● Directive 2: Every assignment will be modeled in class together and students will contribute to that modeling (up to at least 59 percent of the activity).</li> <li>● Directive 3: If a qualifying student misses a deadline, they are awarded at least 59 percent of the points instead of a zero (because they contributed to the modeling of at least half of the assignment).</li> <li>● Directive 4: A student can hand in a missing assignment and earn the points to which he/she/they are entitled without deductions for tardiness.</li> <li>● Directive 5: Students who struggle with attendance and fear that they are behind can negotiate a “Pass Plan” with me wherein they will earn a pass/passing grade in return for completing a negotiated amount of work.</li> </ul> <p><i>English Language Learners:</i> Every timed write activity is built in with sentence frames and language acquisition strategies to build knowledge. Every lesson is kinetic and hands-on. There is <b><i>no</i></b> traditional lecturing as such a practice has been proven to hinder ELL development.</p> <p><i>Talented &amp; Gifted:</i> Students will be given extra activities to apply their talents and skills in fun and even professional ways including the creation of programs wherein students can conduct professional historical research with museums and historical societies.</p>
<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Career Related Learning Experience (CRLE) #1</li> <li><input checked="" type="checkbox"/> Career Related Learning Experience (CRLE) #2 <ul style="list-style-type: none"> <li>-<i>The experience(s) will be:</i> Having an opportunity to work with professional public historians to develop and execute their own historical research project which will directly benefit a local museum or historical society.</li> </ul> </li> <li><input type="checkbox"/> Complete a resume</li> <li><input type="checkbox"/> Complete the My Plan Essay</li> </ul>



## Section 4: Cultivating Culturally Sustaining Communities

<b>Tier 1 SEL Strategies</b>	<p>I will facilitate the creation of our Shared Agreements that respects and celebrates each student’s race, ability, language, and gender in the following way(s):</p>
<b>Shared Agreements</b>	<p>On the first day of school, students will discuss/negotiate policies on common procedures such as cell phone use, the need for mask breaks/drinks, and how to handle differing opinions. We are encouraged to discuss these ideas as a class and then we vote these policies in as the norms.</p>
	<p>Votes must be unanimous for norms to be adopted.</p>
	<p>I will display our Agreements in the following locations: In the front of my classroom by the blackboard on the teacher’s computer side.</p>
<b>Student’s Perspective &amp; Needs</b>	<p>My plan for ongoing feedback through year on their effectiveness is:</p>
	<p>Creating morale booster activities and formative assessments (mostly conversations both informal and together as a class).</p>
	<p>I will cultivate culturally sustaining relationships with students by:</p>
<b>Student’s Perspective &amp; Needs</b>	<p>Celebrating multiple perspectives of the classroom and encouraging students to apply their natural gifts to propelling the class and its content.</p>
	<p>Although this is an AP class ---which is assessed by a standardized test--- this course has been designed so that there are multiple ways in which content can be presented to students ---hinging on each student’s personality--- as well as strategies that tend to and celebrate every student’s lived experiences and talents.</p>
	<p>Families can communicate what they know of their student’s needs with me in the following ways:</p>
<b>Student’s Perspective &amp; Needs</b>	<p>Preferably via email at <a href="mailto:ggarcia1@pps.net">ggarcia1@pps.net</a></p>
	<p>If we go to CDL, I send out a weekly class log to keep students and families abreast of new policies while also inviting conversation.</p>



<p><i>Empowering Students</i></p>	<p>I will celebrate student successes in the following ways:</p> <p>(SSSSHHHHHH) This is a secret but it is a policy in my students to let parents/guardians know when their kids are doing well via phone call. I didn't want to disclose this to parents ---I prefer to surprise them and their children when it happens--- but this form requires me to disclose my secret.</p> <p>Other strategies include games, contests, and oral praise.</p>
	<p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <p>Hosting formal conversations as a class. For example, if there are two options to handle a particular issue, I will frame the options to the class each outlining the optimal advantage and disadvantage of each and then have the class vote on the outcome.</p>
	<p>When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways:</p> <p>At first, students will be prompted to adhere back to the norm using non-verbal prompting such as gesturing to have a cell phone put away at times when they should not be out. This practice protects student dignity while also reorienting them back to the expectation.</p> <p>Another way to obtain the same goal is to blanketly remind students of what the norms are without singling a person out.</p> <p>Finally, a student may be clandestinely asked how/why the norm is not being maintained while negotiating a solution which reorients the student to the norm while maintaining his/her/their dignity.</p>
<p><i>Showcasing Student Assets</i></p>	<p>I will provided opportunities for students to choose to share and showcase their work by:</p> <p>Many of the instructional methods I use are student driven and a lot of them succeed based on natural student talents.</p> <p>For example, I routinely host a theatrical activity in which students volunteer to play historical figures with their own unique perspective on an historical issue from the time period we are studying. Students volunteer for these roles, they are not assigned.</p>



In situations where public speaking and presentations would customarily be held, students will do smaller group presentations in which they present their project to their neighboring classmates in a "science fair" like setting.

## Section 5: Classroom Specific Procedures

*Safety issues and requirements (if applicable):*

The COVID-19 Pandemic has forced several new safety measures to be implemented in my classroom that would not customarily be in place.

Please observe the following new procedures:

- Masks must be worn in the classroom at all times.
  - If a student would like to request a mask break, they must signal me to indicate that they would like a mask break, go out into the hallway to my established "mask break/drink area." They must sanitize their hands, remove their mask, take their mask break, wash their hands, put the mask back on, take a step back and sanitize the air in which they were standing by spraying it with a can of Lysol.
- Students cannot drink in the classroom ***but can*** drink in the "mask break/drink area."
  - Since my classroom cannot house 40 occupants in a single class period at full 6 foot equilateral distance, students can still drink their water but they must follow the same procedure previously described for mask breaks.
- Students cannot eat in the classroom ***but*** food can be provided ***as long as they eat it outside.***

*Coming & Going from class*

I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class:

- I will meet students at the door to assess each student's socio-emotional status and needs.
- Pre-packaged Food (currently candy) will be provided for students at the end of the week to celebrate our hard work. Students must eat the food outside.

*Submitting Work*

I will collect work from students in the following way:

Practically all assignments will be graded in-person during work time if we are fortunate enough to stay in-person. This will allow me to grade student work in the best way possible while also offering students the opportunity to revise their work if there are any errors.

Under in-person instruction, only tests and quizzes are collected when they are completed. The student is



	<p>expected to hold onto the materials I give them --even assignments.</p> <p>All of these policies are rescinded if we go back to Comprehensive Distance Learning, in which case Canvas becomes the sole mechanism for handing in and assessing all assessments (assignments, quizzes, and tests).</p> <p>If a student misses a deadline, I will partner with the student in the following ways so they have the ability to demonstrate their abilities:</p> <p>In keeping with the previously mentioned Universal Academic Income policy outlined in the 504 accommodation plan, if a regularly attending/checking in student misses a deadline, they will be awarded 59 percent of the assignment's total worth.</p> <p>They can hand in the activity anytime afterwards to achieve full points.</p> <p>If a student fears they are too far behind, I can negotiate a "pass plan" ranging from the completion of one activity I've created which hits the essential standards and content of the course (which will merit the student a Pass or D depending on district policy) to being excused from certain key assignments.</p> <p>Based on the negotiated pass plan, a student will earn either a Pass/D to a regular A-C grade depending on the documentation of completed tasks.</p> <p>This policy is based on the design of this course in that it has multiply-redundant mechanisms to prepare students for AP tests. If a student has completed previous versions of the same assignment but missed a single or couple of the others, they can be excused from the missing ones and have their A-C letter grade fully justified based on the completion of the previous assignments.</p>
<p><i>Returning Your Work</i></p>	<p>My plan to return student work is the following:</p> <p><i>Timeline:</i> If in-person, assignments will be handed back the same day they are graded. Tests and quizzes will be graded and handed back to students by the next class period.</p> <p><i>What to look for on your returned work:</i> On quizzes/tests, please look for my rubric in the margins, this will help you realize where you are excelling and where you might need improvements.</p> <p><i>Revision Opportunities:</i> <b>Every</b> assignment, quiz, and test can be revised until mastery.</p>
<p><i>Formatting Work (if applicable)</i></p>	<p>Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: N/A</p>



<b>Attendance</b>	<p>If a student is absent, I can help them get caught up by:</p> <p>As directed by Portland Public Schools, the official Canvas page for the course has a schedule and updated collection of files for students.</p>
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## Section 6: Course Resources & Materials

<b>Materials Provided</b>	I will provide the following materials to students: Notes, graphic organizers, strategy guides, scripts, movie notes, etc.
<b>Materials Needed</b>	<p>Please have the following materials for this course: 1 3-Subject notebook.</p> <p><i>Franklin can help with any materials you may need as well. Please reach out to me privately and I will help you get what you need.</i></p>
<b>Course Resources</b>	<p>Here is a link to resources that are helpful to students during this course:</p> <p>The Canvas Page</p>
<b>Empowering Families</b>	<p>The following are resources available for families to assist and support students through the course:</p> <p>Please contact me (<a href="mailto:ggarcia1@pps.net">ggarcia1@pps.net</a>) and I can help develop strategies.</p>

## Section 7: Assessment of Progress and Achievement

<b>Formative Assessments</b>	<p>As students move through the learning journey during specific units/topics, I will assess &amp; communicate their <u>progress</u> in the following ways:</p> <p>Grades will be updated in one week cycles. During tutorial days, students will be able to see discreet reports of their progress as a class to encourage them to attend tutorial. Additionally, the warmup at the beginning of each class is intended to help students assess/gauge their knowledge and skill set from the previous lesson.</p>
<b>Summative Assessments</b>	<p>As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their <u>learned</u> abilities:</p> <p>Quizzes, tests, and projects all have the ability to showcase completed student abilities.</p>
<b>Student Role in Assessment</b>	<p>Students and I will partner to determine how they can demonstrate their abilities in the following ways:</p> <p>Depending on the activity and the setting, we can assess student abilities in múltiple and differentiated ways including written, graphic, and oral communication.</p>





## Section 8: Grades

### Progress Report Cards & Final Report Cards

<p><i>Accessing Grades</i></p>	<p>Students &amp; Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester:</p> <p><b><i>PLEASE</i></b> go to Synergy/ParentVUE, to my knowledge, Canvas' gradebook does not account for extra credit opportunities that I give students without relentlessly pestering all the other students to complete the activity.</p>
	<p>I will update student grades at the following frequency: At least, once per week.</p>
<p><i>Progress Reports</i></p>	<p>I will communicate the following marks on a progress report:</p> <p><i>Mark:</i> Tutorial attendance recommended <i>Meaning of the mark:</i> I am concerned about your/your child's performance in the class as you/he/she/they are uncomfortably close to scoring a non-passing grade. Regularly attending tutorial (either the standard FHS tutorial and/or the special tutorial I give every week) will remedy this concern.</p> <p><i>Mark:</i> Tutorial attendance required. <i>Meaning of the mark:</i> You/your child is currently failing my course and will not receive credit at the end of the semester if things do not change. Failing my class may put your child behind track for graduation.</p> <p>The best way of remedying this goal is to have students attend tutorial (either standard FHS tutorial and/or the special tutorial I give every week) until their grade is comfortably beyond the non-passing grade metric: usually a strong C.</p>
<p><i>Final Report Card Grades</i></p>	<p>The following system is used to determine a student's grade at the end of the semester: 20% Assignments, 30% Quizzes, 50% Tests</p>
	<p>I use this system for the following reasons/each of these grade marks mean the following: Since this is a college preparation course ---and college exams take up a majority of a student's grade--- placing tests at half of a student's grade seemed to be a pragmatic balance between college expectations and the reality of high school.</p>
<p><b>Other Needed info (if applicable)</b></p>	

