Syllabus: Practices & Policies

2021-2022	Franklin High School

Section 1: Course Overview	
Course Title	
Instructor Info	Name: Pam Garrett Contact Info: pgarrett@pps.net
Grade Level(s)	
Room # for class	Room: M-238
Credit	Type of credit: 1 Elective Credit # of credits per semester: .5
Prerequisites (if applicable)	
General Course Description	See "Course Highlights" below.

Section 2: Welcome Statement & Course Connections	
Personal Welcome	Welcome to Creative Writing! I look forward to working with you this year and hearing each and everyone of your unique voices.
Course Highlights (topics, themes, areas of study)	In this elective writing class, students will write every day, and they will explore different writing techniques and styles. Writing skills will be developed through pre-writing, editing, re-writing, and critiquing. Students will examine various styles of writing by reading well-known and not so well known writers from all genres...personal essay, creative nonfiction, fiction, poetry, drama, etc. Not only will students look at a variety

	of writing styles, but film and art will also be incorporated into this course of study. Students must be willing to share their work; that is, students must be willing to read aloud and share their ideas with the group. Students will be asked to critique their own work and the work of others in a positive and gentle manner. Students will research authors to better understand a writer's writing process and secrets to their success. As a community, we will learn a great deal about each other by writing across various modes and describing how our writing works and what it does through various methods centering on close examination of language.
Course Connections to PPS ReImagined Vision	According to PPS Reimagined Vision, "A graduate of Portland Public Schools will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world." In Creative Writing, students will engage in frequent critical thinking around texts and non-text media, they will collaborate in partners and small groups, and they will examine the power of story through reading, writing, speaking, and listening. It is through story that students become more empathetic and compassionate towards all walks of life.

Section 3: Student Learning

Prioritized Standards	The following standards will be explored in the course: Students often have the opportunity to experience expository writing in the classroom but have little time to develop imaginative writing. Creative Writing allows them to promote self-expression, to explore various writing styles, and to strive for variety in diction, sentence structure, and format.
PPS Graduate Portrait Connections 8/27 Work	I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait: ● Inquisitive Critical Thinkers with Deep Knowledge ● Powerful and Effective Communicators ● Positive, Confident, and Connected Sense of Self

Differentiation/ accessibility strategies and supports:	I will provide the following supports specifically for students in the following programs:
	
	 Special Education:
	      Accommodations indicated by Individual Education Plans will be made in cooperation with students, special education teachers and parents.
	
	 504 Plans:
	      Accommodations indicated by 504 Plans will be made in cooperation with students, counselors and parents.
	
	 English Language Learners:
	      Strategies used in this class to address ELL needs will include, but are not limited to, the following:
	        ☐ *Posting clearly defined objectives*
	        ☐ *Emphasizing key vocabulary*
	        ☐ *Providing clear expectation of tasks, slower speech, increased wait time, etc*
	        ☐ *Scaffolding techniques like think-alouds to support student understanding*
	        ☐ *Allowing for frequent opportunities for student interaction (pair-shares, small and large group work)*
	        ☐ *Using activities that integrate reading, writing, speaking and listening*
	        ☐ *Providing regular feedback*
	
	 Talented & Gifted:
	      Strategies used in this class to address TAG needs will include, but are not limited to, the following:
	      Challenge prompts, flexible grouping, independent based learning, honors option.

Personalized Learning Graduation Requirements (as applicable in this course):	☑ ~~Career Related Learning Experience (CRLE) #1~~ ☑ ~~Career Related Learning Experience (CRLE) #2~~ *-The experience(s) will be:* ☑ ~~Complete a resume~~ ☑ ~~Complete the My Plan Essay~~

 8/27 Work   **Section 4: Cultivating Culturally Sustaining Communities**

Tier 1 SEL Strategies	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):
Shared Agreements	• Gather student voice and input
	• Share student stories
	• Display student work
	• Incorporate voice, art, music into the classroom
	• Classroom norms created by students
	I will display our Agreements in the following locations:
	• Classroom wall/whiteboard
	My plan for ongoing feedback through year on their effectiveness is:
	• Student surveys
	• Grades/assignment completion data

Student's Perspective & Needs	I will cultivate culturally sustaining relationships with students by: ● Get to know students ● Examine personal biases ● Elevate students' languages and cultures ● Adapt policies, practices, and pedagogy ● Family and community involvement ● Respect their cultures ● Be mindful of intent vs impact
	Families can communicate what they know of their student's needs with me in the following ways: ● Email ● Phone ● Canvas ● Back to School Night ● Conferences

Empowering Students	I will celebrate student successes in the following ways: ● Praise/positive feedback ● Displaying student work online or in the classroom ● Positive phone calls to families/guardians ● Class 'parties' and celebrations
	I will solicit student feedback on my pedagogy, policies and practices by: ● Regular check-ins ● Student surveys ● Student Cafes ● Restorative justice circles ● Written input ● Formative assessments ● Student voice ● Exit tickets

	When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways: ● Non-shaming and avoidance of power struggles…"Let Go of the Rope." ● Authentic connection/compassion. Connection redirects more effectively. ● Remind them of expectations and or rules ● Talk to misbehaved student outside the classroom or after class. ● I typically will pull a student outside and talk to them one on one about how they are being disruptive, disrespectful, etc. ● Attempt to help the student understand their effect and role as an individual to the whole.
Showcasing Student Assets	I will provided opportunities for students to choose to share and showcase their work by: ● Creating space in the classroom and on Canvas for students to share their work ● Inviting student voice in our daily check ins

Section 5: Classroom Specific Procedures

Safety issues and requirements (if applicable):	- Wear a mask at all times - Maintain at least 3 feet of distance between peers and teacher - No racist, sexist, homophopic language of any kind
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: - One student out with a pass at a time - Return in a timely manner - Maintain distance and wear mask when in the hallways
Submitting Work	I will collect work from students in the following way: - Canvas - Share Google Doc with me - Paper copy 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: - Extended time - Canvas/My website - Invitation to tutorial
Returning Your Work	My plan to return student work is the following: - Within 1 to 2 weeks *What to look for on your returned work:* - Written feedback - Praise - Clear directions for improvements *Revision Opportunities:* - As many as needed - attending tutorial strongly encourage
Formatting Work (if applicable)	Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: None

Attendance	If a student is absent, I can help them get caught up by: • Website • Email • Canvas • Tutorial

Section 6: Course Resources & Materials

Materials Provided	I will provided the following materials to students: • Art supplies
Materials Needed	Please have the following materials for this course: • Paper / Pen / Pencil • District provided Chromebook *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.*
Course Resources	Here is a link to resources that are helpful to students during this course: • High school supplies list
Empowering Families	The following are resources available for families to assist and support students through the course: • PPS Chromebook & Wifi Support Page • Canvas

Section 7: Assessment of Progress and Achievement

Formative Assessments	As students move through the learning journey during specific units/topics, I will assess & communicate their *progress* in the following ways: • Grades

	- Formative assessments - Creative projects - Verbal feedback/praise - Email communication - Written feedback - Scores and comments on Canvas assignments
Summative Assessments	As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their *learned* abilities: - Project based learning - Text based discussions - Presentations - Writing in multiple styles - Art, music, performance - Collaborative projects
Student Role in Assessment	Students and I will partner to determine how they can demonstrate their abilities in the following ways: - Self-assessments - Tutorial check-ins - Student surveys
Section 8: Grades **Progress Report Cards & Final Report Cards**	
Accessing Grades	Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester: - ParentVUE/StudentVUE
	I will update student grades at the following frequency:

	• Once per week
Progress Reports	I will communicate the following marks on a progress report: • *A = Extremely Proficient* • *B = Proficient* • *C = Developing Proficiency* • *D = Emerging Proficiency*
Final Report Card Grades	The following system is used to determine a student's grade at the end of the semester: A (100 - 90%) B (89.99 - 80%) C (79.99 - 70%) D (69.99 - 60%) INC (59.99 - and below)
	I use this system for the following reasons/each of these grade marks mean the following: • *A = Extremely Proficient* • *B = Proficient* • *C = Developing Proficiency* • *D = Emerging Proficiency* • *INC = Not Showing Proficiency*
Other Needed info (if applicable)	