



Syllabus: Practices & Policies

2021-2022		Franklin High School	
Section 1: Course Overview			
<i>Course Title</i>	Social Studies Academic Center		
<i>Instructor Info</i>	Name: David Marsh	Contact Info: Email: Dmarsh1@pps.net Phone: (503) 916-5140 Ext. 84426	
<i>Grade Level(s)</i>	10,11, and 12		
<i>Room # for class</i>	Room: Period 5 and 6 - SS-228 Period 7 - SS-118		
<i>Credit</i>	Type of credit: History	# of credits per semester: .5	
<i>Prerequisites (if applicable)</i>	This is a credit recovery course, this assumes a student needs to recover credit from a previous course they did not pass.		
<i>General Course Description</i>	This course is designed for students who need to recover social studies credits in order to graduate. This course needs to only last as long as it takes for students to complete an essay/project and prove they are proficient in the skills and standards.		
Section 2: Welcome Statement & Course Connections			
<i>Personal Welcome</i>	Last year was a tough year for everyone, teachers and students alike. Distance learning doesn't work for everyone and for some it didn't work at all. This course is a place where I work with students individually or in small groups in order to ensure they can earn the credit they need in order to help them reach graduation. There is no shame or blame coming into this class, only the desire to help		



	students complete their goals. If students show up to this class and work with me, I will not let them fail this course.
<i>Course Highlights</i> (topics, themes, areas of study)	<ul style="list-style-type: none"> ● Depending on what students need to complete it students will most likely interact with the following themes. <ul style="list-style-type: none"> ○ Power and inequality ○ Race ○ Trade ○ War and society ○ Government ○ Economics ○ World History ○ US History
<i>Course Connections to PPS Reimagined Vision</i>	The Franklin High School Social Studies Department believes in creating engaging, positive and safe environments where all students are able to maximize achievement, conduct critical analysis and make connections between themselves and our collective global history. We believe in building responsible citizens, and nurturing self-confidence and self-competence through valuing lived experience and cultural heritage. We believe in awarding grace and compassion to students, families and ourselves.

Section 3: Student Learning

<i>Prioritized Standards</i>	<p>The following standards will be explored in the course:</p> <ul style="list-style-type: none"> ● 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. ● HS 11 - Examining the pluralistic realities of society recognizing issues of equity and evaluating the need for change
<i>PPS Graduate Portrait Connections</i>	<p>I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait:</p> <ul style="list-style-type: none"> ● Communication ● Critical Thinking ● Racial Equity



	<ul style="list-style-type: none"> ● Lifelong Learning ● Sense of Self ● Global Stewardship ● Reflective Empathy ● The Future
<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></p> <ul style="list-style-type: none"> ● Note Taker aids ● Check-ins ● Group work ● All resources are available on Canvas <p><i>504 Plans:</i></p> <ul style="list-style-type: none"> ● Note Taker aids for those who need ● Check-ins ● Group work ● All resources are available on Canvas <p><i>English Language Learners:</i></p> <ul style="list-style-type: none"> ● Note Taker aids ● Check-ins ● Group work ● All resources are available on Canvas <p><i>Talented & Gifted:</i></p> <ul style="list-style-type: none"> ● Tiered questions that allow TAG students to answer more in depth. ● Group work to encourage discussion.
<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	<ul style="list-style-type: none"> ● Argumentative Essay Writing Skills ● Leadership, and Team Collaboration Skills



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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 identity in the following way(s):
Shared Agreements	<ul style="list-style-type: none"> ● Everyone is free to be who they are and want to be. <ul style="list-style-type: none"> ○ No put down language. ○ No homophobic, sexist, racist, or transphobic language is allowed. ● Freedom to speak your mind. <ul style="list-style-type: none"> ○ Students are allowed and encouraged to speak their opinions and engage in conversation. ○ Debate ideas and not attack the person.
	<p>I will display our Agreements in the following locations:</p> <ul style="list-style-type: none"> ● On the wall to the left hand side of the whiteboard.
	<p>My plan for ongoing feedback through year on their effectiveness is:</p> <ul style="list-style-type: none"> ● Build relationships so students can communicate their needs with me and I will take these comments and be responsible. <ul style="list-style-type: none"> ○ If a problem with the course is affecting one student it is affecting multiple students. ● Check in with individual students when I can. <ul style="list-style-type: none"> ○ Checking for understanding and ensuring clear directions. ● Reading the room. <ul style="list-style-type: none"> ○ If students look confused, distracted or lost then there is something about the lesson that is not working. ● End of semester surveys



<p><i>Student's Perspective & Needs</i></p>	<p>I will cultivate culturally sustaining relationships with students by:</p> <ul style="list-style-type: none"> ● Check in with students individually during individual and group time. ● Making content relevant to students and the world students live in today. ● Ensuring content is culturally relevant to students. ● Encouraging student voice in lessons.
	<p>Families can communicate what they know of their student's needs with me in the following ways:</p> <ul style="list-style-type: none"> ● Email is the best way to reach me and I would be happy to discuss any insights about your student you want to share with me.
<p><i>Empowering Students</i></p>	<p>I will celebrate student successes in the following ways:</p> <ul style="list-style-type: none"> ● I will be personally congratulating students for completing their courses. I will be checking in with students every day and celebrating their successes with them. No matter how small.
	<p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <ul style="list-style-type: none"> ● Regular anonymous polls on class as well as individual opportunities to communicate.
	<p>When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways:</p> <ul style="list-style-type: none"> ● A reminder of the correct behavior. ● A private discussion if the behavior continues. ● If the behavior continues beyond a one-on-one conversation then I will reach out to the student's parents. ● Following all of these steps, I will contact admin for assistance.
<p><i>Showcasing Student Assets</i></p>	<p>I will provided opportunities for students to choose to share and showcase their work by:</p>



- If students want to share their work with me as a presentation that is allowed or as an essay. I am the primary audience for this class as other students often have their own individual assignments they need to complete.

Section 5: Classroom Specific Procedures

<i>Safety issues and requirements (if applicable):</i>	N/A
<i>Coming & Going from class</i>	<p>I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class:</p> <ul style="list-style-type: none"> • Ask to leave the room respectfully., • Take a hall pass. • Return as quickly and as respectfully as possible to class. • Take your seat without causing a disturbance.
<i>Submitting Work</i>	<p>I will collect work from students in the following way:</p> <ul style="list-style-type: none"> • There is only one assignment students have to complete per course they need to make up. When the assignment is complete I will read and then have a conversation with students about their assignment. We will make any needed changes and reward credit for the class.
	<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> <ul style="list-style-type: none"> • I will check in with the student and create a plan in order to give that student a path of passing the class. • I will chunk the work so the student has clear goals as to what they need to complete in order to reach the next assignment to help them pass the class.
<i>Returning Your Work</i>	<p>My plan to return student work is the following:</p> <p><i>Timeline:</i></p> <ul style="list-style-type: none"> • Upon completion of the assignment the following class I will read what they have put together and the



	<p>next class there will be a conversation.</p> <ul style="list-style-type: none"> ● If the student has created a presentation we will do it as soon as time allows. <p><i>What to look for on your returned work:</i></p> <ul style="list-style-type: none"> ● We will have a discussion and I will review with the student their work. ● There will be a grade inputted into synergy. <p><i>Revision Opportunities:</i></p> <ul style="list-style-type: none"> ● We will revise the work as needed, it is a part of the course.
<i>Formatting Work (if applicable)</i>	<p>Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here:</p> <p>Work will be submitted on Canvas.</p>
<i>Attendance</i>	<p>If a student is absent, I can help them get caught up by:</p> <ul style="list-style-type: none"> ● This class is somewhat self directed so we will simply pick up where we left off the next time the student is in class.

Section 6: Course Resources & Materials

<i>Materials Provided</i>	<p>I will provided the following materials to students:</p> <ul style="list-style-type: none"> ● Slides ● Video links ● Any supporting documents
<i>Materials Needed</i>	<p>Please have the following materials for this course:</p> <ul style="list-style-type: none"> ● I will provide the materials needed. <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>
<i>Course Resources</i>	<p>Here is a link to resources that are helpful to students during this course:</p> <ul style="list-style-type: none"> ● Canvas - please see Canvas as it will have all course resources.
<i>Empowering Families</i>	<p>The following are resources available for families to assist and support students through the course:</p> <ul style="list-style-type: none"> ● All class resources are on Canvas. Families are welcome to get on Canvas and look at what is going on



	in class.
Section 7: Assessment of Progress and Achievement	
<i>Formative Assessments</i>	<p>As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways:</p> <ul style="list-style-type: none"> • Synergy will have the student's current grade in class • I am available to discuss a student's grade either in person with the student or via email with parents or students.
<i>Summative Assessments</i>	<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> <ul style="list-style-type: none"> • This class is based off one major assignment per course needing completion. This assignment can be completed via a presentation, an essay, or any other format a student would like to do. • Regardless of how a student wishes to submit their finished product I will meet with the student and have a conversation about what they did and ask questions. This is one-on-one.
<i>Student Role in Assessment</i>	<p>Students and I will partner to determine how they can demonstrate their abilities in the following ways:</p> <ul style="list-style-type: none"> • I will meet with students every day to check in and set goals. • I am available during tutorial to help students who need assistance with the assignments. • In tutorial I often talk students through the essential questions or mini-essays and help them come to the answers.
Section 8: Grades Progress Report Cards & Final Report Cards	
<i>Accessing Grades</i>	<p>Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester:</p> <ul style="list-style-type: none"> • Synergy
	I will update student grades at the following frequency:



	<ul style="list-style-type: none"> • Upon completion of the assignment.
<i>Progress Reports</i>	<p>I will communicate the following marks on a progress report:</p> <p><i>Mark: P</i> <i>Meaning of the mark: On track to completion</i></p> <p><i>Mark: NP</i> <i>Meaning of the mark: Not on track to completion.</i></p>
<i>Final Report Card Grades</i>	<p>The following system is used to determine a student's grade at the end of the semester:</p> <ul style="list-style-type: none"> • This course is built to recover credit. • Upon the completion of a course they need to recover credit from students who will receive a passing grade of either a C or a B. This grade goes into a submission form to change their transcript. • Upon completion students may be moved to another Academic Center course, study hall or early release at their councilors's discretion.
	<p>I use this system for the following reasons/each of these grade marks mean the following:</p> <ul style="list-style-type: none"> • This is not a typical course. This course is to allow students to prove they are proficient in the skills needed to pass the mandatory social studies courses in order to graduate.
Other Needed info (if applicable)	

