



Syllabus: Practices & Policies

2021-2022		Franklin High School	
Section 1: Course Overview			
<i>Course Title</i>	English 1-2		
<i>Instructor Info</i>	Name: Gary Sletmoe	Contact Info: gsletmoe@pps.net	
<i>Grade Level(s)</i>	9		
<i>Room # for class</i>	Room: M221, M209		
<i>Credit</i>	Type of credit: ELA	# of credits per semester: 0.5	
<i>Prerequisites (if applicable)</i>	none		
<i>General Course Description</i>	This course is designed to lay the groundwork for success in reading, writing, speaking, and listening. In this course, students will practice these essential skills using a variety of literary mediums. Students will engage with a variety of texts to help develop and improve skills while working independently, in small groups, and together as an entire class.		
Section 2: Welcome Statement & Course Connections			
<i>Personal Welcome</i>			
<i>Course Highlights (topics, themes, areas of study)</i>	<ol style="list-style-type: none">1. Read a variety of works about identity from a wide array of voices2. Write to explore theme and character3. Write to develop engaging narratives		



	<p>4. Practice the writing process</p> <p>5. Practice listening and speaking through discussion, group work, and presentations</p>
<p><i>Course Connections to PPS Reimagined Vision</i></p>	<p>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 English 1-2, 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 issues of justice through reading, writing, speaking, and listening.</p>

Section 3: Student Learning

<p><i>Prioritized Standards</i></p>	<p>The following standards will be explored in the course:</p> <p>9.1 - Citing text evidence</p> <p>9.2 - Informative/Explanatory writing</p> <p>9.3 - Narrative writing</p>
<p><i>PPS Graduate Portrait Connections</i></p>	<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"> <input type="checkbox"/> Inquisitive Critical Thinkers with Deep Knowledge <input type="checkbox"/> Powerful and Effective Communicators <input type="checkbox"/> Positive, Confident, and Connected Sense of Self
<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> <p><i>Accommodations indicated by Individual Education Plans will be made in cooperation with students, special education teachers and parents.</i></p> <p><i>504 Plans:</i></p> <p><i>Accommodations indicated by 504 Plans will be made in cooperation with students, counselors and parents.</i></p> <p><i>English Language Learners:</i></p> <p><i>Strategies used in this class to address ELL needs will include, but are not limited to, the following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Posting clearly defined objectives <input type="checkbox"/> Emphasizing key vocabulary <input type="checkbox"/> Providing clear expectation of tasks, slower speech, increased wait time, etc <input type="checkbox"/> Scaffolding techniques like think-alouds to support student understanding <input type="checkbox"/> Allowing for frequent opportunities for student interaction (pair-shares, small and large group work) <input type="checkbox"/> Using activities that integrate reading, writing, speaking and listening



	<input type="checkbox"/> Providing regular feedback <i>Talented & Gifted:</i> <i>Strategies used in this class to address TAG needs will include, but are not limited to, the following:</i> <i>Challenge prompts, flexible grouping, independent based learning, honors option.</i>
<i>Personalized Learning Graduation Requirements (as applicable in this course):</i>	<input checked="" type="checkbox"/> Career Related Learning Experience (CRLE) #1 <input checked="" type="checkbox"/> Career Related Learning Experience (CRLE) #2 <i>-The experience(s) will be:</i> <input checked="" type="checkbox"/> Complete a resume <input checked="" type="checkbox"/> Complete the My Plan Essay
Section 4: Cultivating Culturally Sustaining Communities	
Tier 1 SEL Strategies	Behavioral Expectations: At Franklin High School, in addition to following all school rules, we expect staff and students to:
Shared Agreements	Strive to be... T houghtful--We put time and effort into our work R espectful--We respect the diverse learning needs of our peers O rganized--We are present and on time to class N eighborly--We greet others and interact positively G enerous--We share our resources with each other 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): <ul style="list-style-type: none"> ● soliciting input from every student ● collaborating in groups ● reviewing the language of the student-suggested norms ● discussing the norms with the goal of consensus ● providing opportunity for feedback
	I will display our Agreements in the following locations: <ul style="list-style-type: none"> <input type="checkbox"/> on the classroom wall <input type="checkbox"/> on my Canvas page
	My plan for ongoing feedback through year on their effectiveness is: <ul style="list-style-type: none"> ● Student surveys ● Restorative justice circles ● Grades/assignment completion data



<i>Student's Perspective & Needs</i>	<p>I will cultivate culturally sustaining relationships with students by:</p> <ul style="list-style-type: none"> ● 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
	<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 ● Phone ● Canvas ● Remind ● Back to School Night ● Conferences
<i>Empowering Students</i>	<p>I will celebrate student successes in the following ways:</p> <ul style="list-style-type: none"> ● Praise/positive feedback ● Displaying student work online or in the classroom ● Positive phone calls to families/guardians ● Class 'parties' and celebrations
	<p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <ul style="list-style-type: none"> ● Regular check-ins ● Student surveys ● Student Cafes ● Restorative justice circles ● Written input ● Formative assessments ● Student voice ● Exit tickets
	<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"> ● Remind them of class norms and agreements ● Talk to student outside classroom or after class. ● Attempt to help the student understand their effect and role as an individual to the whole. ● Initiate a restorative process that addresses the hurt/harm



<i>Showcasing Student Assets</i>	<p>I will provided opportunities for students to choose to share and showcase their work by:</p> <ul style="list-style-type: none"> • Creating space in the classroom and on Canvas for students to share their work • Inviting student voice in our daily check ins
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Section 5: Classroom Specific Procedures

<i>Safety issues and requirements (if applicable):</i>	<input type="checkbox"/> Wear a mask at all times <input type="checkbox"/> Maintain at least 3 feet of distance between peers and teacher
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<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> <input type="checkbox"/> One student out with a pass at a time <input type="checkbox"/> Return in a timely manner <input type="checkbox"/> Maintain distance and wear mask when in the hallways
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<i>Submitting Work</i>	<p>I will collect work from students in the following way:</p> <input type="checkbox"/> Canvas
	<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"> • come to an agreement with the student about an extension, when appropriate • communicate to the student about future assignment opportunity to demonstrate their skills

<i>Returning Your Work</i>	<p>My plan to return student work is the following:</p> <p><i>Timeline:</i></p> <p><i>What to look for on your returned work:</i></p> <p><i>Revision Opportunities:</i></p>
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<i>Formatting Work (if applicable)</i>	<p>Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html </p>
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<i>Attendance</i>	<p>If a student is absent, I can help them get caught up by:</p> <ul style="list-style-type: none"> • maintaining resources in Canvas • inviting them to tutorial
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Section 6: Course Resources & Materials



<i>Materials Provided</i>	I will provided the following materials to students: book/novel for class, folder in class for assignments
<i>Materials Needed</i>	Please have the following materials for this course: pen/pencil, spiral notebook
<i>Course Resources</i>	Here is a link to resources that are helpful to students during this course: class Canvas page
<i>Empowering Families</i>	The following are resources available for families to assist and support students through the course: class Canvas page
Section 7: Assessment of Progress and Achievement	
<i>Formative Assessments</i>	As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways: <ul style="list-style-type: none"> <input type="checkbox"/> Warm Ups and Exit Slips <input type="checkbox"/> Informal Writing (Double Entry Diaries, Think Pair Shares, Etc.) <input type="checkbox"/> Creative projects <input type="checkbox"/> Small Group & Partner Work <input type="checkbox"/> Discussions
<i>Summative Assessments</i>	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: <ul style="list-style-type: none"> <input type="checkbox"/> Discussions <input type="checkbox"/> Essays <input type="checkbox"/> Poetry and Short Stories <input type="checkbox"/> Creative Projects (Podcasts, Plays, Songs, Interviews, Presentations)
<i>Student Role in Assessment</i>	Students and I will partner to determine how they can demonstrate their abilities in the following ways: <ul style="list-style-type: none"> <input type="checkbox"/> 1:1 and Small Group Check Ins <input type="checkbox"/> Peer and Self Assessment
Section 8: Grades Progress Report Cards & Final Report Cards	
<i>Accessing Grades</i>	Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester:



