



## Syllabus: Practices & Policies

2021-2022		Franklin High School	
<b>Section 1: Course Overview</b>			
<i>Course Title</i>	English 5-6: Sports in Culture		
<i>Instructor Info</i>	Name: Gary Sletmoe	Contact Info: gsletmoe@pps.net	
<i>Grade Level(s)</i>	11		
<i>Room # for class</i>	Room: M221		
<i>Credit</i>	Type of credit: ELA	# of credits per semester: 0.5	
<i>Prerequisites (if applicable)</i>	none		
<i>General Course Description</i>	Welcome to Sports in Culture. In this class we will go beyond last night's box scores and discover the importance of sports in our everyday culture. For example, we will explore what role athletes play in shaping our cultural awareness. We will also discuss how the media shapes our perception of the games they cover and the athletes in them. If you've ever wondered why sports are such a big deal in our society, come along for the ride and we'll try and figure it out together!		
<b>Section 2: Welcome Statement &amp; Course Connections</b>			
<i>Personal Welcome</i>			
<i>Course Highlights (topics, themes, areas of study)</i>	Quarter 1 Unit: Sports in our society		



	<p>Text: <i>Friday Night Lights</i> (Bissinger)          Film(s): Friday Night Lights          Essay/Project: Literary Analysis</p> <p>Quarter 2          Unit: Athletes as Activists          Text: <i>People’s History of Sports</i> (Zirin)          Film(s): <i>Shut Up and Dribble</i> (doc.)          Essay/Project: Synthesis Essay</p> <p>Quarter 3          Unit: Scandal in Sports          Text: Various short articles          Film(s): OJ Simpson Documentary (ESPN)          Essay/Project: Editorial/Argumentative Essay (work sample)</p> <p>Quarter 4          Unit: Junior Research project          Text: Various (student choice)          Essay/Project: Research Project (essay + presentation)</p>
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<p><i>Course Connections to <a href="#">PPS Reimagined Vision</a></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 5-6, students will engage in frequent <b>critical thinking</b> around texts and non-text media, they will <b>collaborate</b> in partners and small groups, and they will examine issues of <b>justice</b> through reading, writing, speaking, and listening.</p>
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## Section 3: Student Learning

<p><i>Prioritized Standards</i></p>	<p>The following standards will be explored in the course:          *RI1: cite strong and thorough textual evidence *RI6: determine author’s point of view *W1: write arguments to support claims *RL4: determine the meaning of words and phrases in the text *SL4: present information, findings, and supporting evidence *SL1: initiate and participate in a range of collaborative discussions *W2: write informative/explanatory texts *L2: demonstrate command of the conventions of the English language</p>
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<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> <ul style="list-style-type: none"> <li><input type="checkbox"/> Inquisitive Critical Thinkers with Deep Knowledge</li> <li><input type="checkbox"/> Powerful and Effective Communicators</li> <li><input type="checkbox"/> Positive, Confident, and Connected Sense of Self</li> </ul>
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<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>  Accommodations indicated by Individual Education Plans will be made in cooperation with students, special education teachers and parents.</p> <p><i>504 Plans:</i>  Accommodations indicated by 504 Plans will be made in cooperation with students, counselors and parents.</p> <p><i>English Language Learners:</i>  Strategies used in this class to address ELL needs will include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Posting clearly defined objectives</li> <li><input type="checkbox"/> Emphasizing key vocabulary</li> <li><input type="checkbox"/> Providing clear expectation of tasks, slower speech, increased wait time, etc</li> <li><input type="checkbox"/> Scaffolding techniques like think-alouds to support student understanding</li> <li><input type="checkbox"/> Allowing for frequent opportunities for student interaction (pair-shares, small and large group work)</li> <li><input type="checkbox"/> Using activities that integrate reading, writing, speaking and listening</li> <li><input type="checkbox"/> Providing regular feedback</li> </ul> <p><i>Talented &amp; Gifted:</i>  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.</p>
<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Career-Related Learning Experience (CRLE) #1</li> <li><input checked="" type="checkbox"/> Career-Related Learning Experience (CRLE) #2</li> </ul> <p style="padding-left: 40px;"><i>-The experience(s) will be:</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Complete a resume</li> <li><input checked="" type="checkbox"/> Complete the My Plan Essay</li> </ul>
<h2>Section 4: Cultivating Culturally Sustaining Communities</h2>	
<p><b>Tier 1 SEL Strategies</b></p>	<p>Behavioral Expectations:  At Franklin High School, in addition to following all school rules, we expect staff and students to:</p> <p><b>S</b>trive to be...</p> <p><b>T</b>houghtful--We put time and effort into our work</p> <p><b>R</b>espectful--We respect the diverse learning needs of our peers</p> <p><b>O</b>rganized--We are present and on time to class</p> <p><b>N</b>eighborly--We greet others and interact positively</p>



<i>Shared Agreements</i>	<p><b>Generous--</b>We share our resources with each other</p> <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> <ul style="list-style-type: none"> <li>● soliciting input from every student</li> <li>● collaborating in groups</li> <li>● reviewing the language of the student-suggested norms</li> <li>● discussing the norms with the goal of consensus</li> <li>● providing opportunity for feedback</li> </ul>
	<p>I will display our Agreements in the following locations:</p> <p><input type="checkbox"/> on the classroom wall</p> <p><input type="checkbox"/> on my Canvas page</p>
	<p>My plan for ongoing feedback through year on their effectiveness is:</p> <ul style="list-style-type: none"> <li>● Student surveys</li> <li>● Restorative justice circles</li> <li>● Grades/assignment completion data</li> </ul>
<i>Student's Perspective &amp; Needs</i>	<p>I will cultivate culturally sustaining relationships with students by:</p> <ul style="list-style-type: none"> <li>● Get to know students</li> <li>● Examine personal biases</li> <li>● Elevate students' languages and cultures</li> <li>● Adapt policies, practices, and pedagogy</li> <li>● Family and community involvement</li> <li>● Respect their cultures</li> <li>● Be mindful of intent vs impact</li> </ul>
	<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"> <li>● Email</li> <li>● Phone</li> <li>● Canvas</li> <li>● Remind</li> <li>● Back to School Night</li> <li>● Conferences</li> </ul>



<i>Empowering Students</i>	I will celebrate student successes in the following ways: <ul style="list-style-type: none"> <li>● Praise/positive feedback</li> <li>● Displaying student work online or in the classroom</li> <li>● Positive phone calls to families/guardians</li> <li>● Class 'parties' and celebrations</li> </ul>
	I will solicit student feedback on my pedagogy, policies and practices by: <ul style="list-style-type: none"> <li>● Regular check-ins</li> <li>● Student surveys</li> <li>● Student Cafes</li> <li>● Restorative justice circles</li> <li>● Written input</li> <li>● Formative assessments</li> <li>● Student voice</li> <li>● Exit tickets</li> </ul>
	When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways: <ul style="list-style-type: none"> <li>● Remind them of class norms and agreements</li> <li>● Talk to student outside classroom or after class.</li> <li>● Attempt to help the student understand their effect and role as an individual to the whole.</li> <li>● Initiate a restorative process that addresses the hurt/harm</li> </ul>
<i>Showcasing Student Assets</i>	I will provided opportunities for students to choose to share and showcase their work by: <ul style="list-style-type: none"> <li>● Creating space in the classroom and on Canvas for students to share their work</li> <li>● Inviting student voice in our daily check ins</li> </ul>

**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
<i>Coming &amp; Going from class</i>	I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class: <ul style="list-style-type: none"> <li><input type="checkbox"/> One student out with a pass at a time</li> <li><input type="checkbox"/> Return in a timely manner</li> <li><input type="checkbox"/> Maintain distance and wear mask when in the hallways</li> </ul>
<i>Submitting Work</i>	I will collect work from students in the following way: <ul style="list-style-type: none"> <li><input type="checkbox"/> Canvas</li> </ul>



	<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"> <li>• come to an agreement with the student about an extension, when appropriate</li> <li>• communicate to the student about future assignment opportunity to demonstrate their skills</li> </ul>
<i>Returning Your Work</i>	<p>My plan to return student work is the following:  <i>Timeline: 1 week</i>  <i>What to look for on your returned work: feedback + grade</i>  <i>Revision Opportunities: multiple opportunities as needed</i></p>
<i>Formatting Work (if applicable)</i>	<p>Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here:  <a href="https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html">https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html</a></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"> <li>• maintaining resources in Canvas</li> <li>• inviting them to tutorial</li> </ul>

## 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>	<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> <ul style="list-style-type: none"> <li><input type="checkbox"/> Warm Ups and Exit Slips</li> <li><input type="checkbox"/> Informal Writing (Double Entry Diaries, Think Pair Shares, Etc.)</li> <li><input type="checkbox"/> Creative projects</li> </ul>
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	<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: <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: <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: <input type="checkbox"/> Canvas <input type="checkbox"/> StudentVue
	I will update student grades at the following frequency: weekly
<i>Progress Reports</i>	I will communicate the following marks on a progress report: <i>Mark: P</i> <i>Meaning of the mark: passing class</i>  <i>Mark: NP</i> <i>Meaning of the mark: not passing</i>
<i>Final Report Card Grades</i>	The following system is used to determine a student's grade at the end of the semester: Each skill will be graded on a 0-4 scoring rubric to indicate the level of proficiency that the student has demonstrated.  0=insufficient/no evidence of the skill



	1=some evidence/does not meet in all categories	2=proficient/meets standard	
	3=approaching mastery	4=mastery of skill	
	All graded assessments will be given a score between 0-4. This will be translated to a grade percentage equivalent in Synergy. All grades will be kept in Synergy and should be accessed through Studentvue/Parentvue.		
	4= 100%	2.5=79%	1=60%
	3.5=93%	2=72%	
	3=86%	1.5=66%	
	I use this system for the following reasons/each of these grade marks mean the following:		
<b>Other Needed info (if applicable)</b>			

