



Syllabus: Practices & Policies

2021-2022		Franklin High School	
Section 1: Course Overview			
<i>Course Title</i>	Climate Justice/ Climate Change		
<i>Instructor Info</i>	Name: Megan Whisnand	Contact Info: mwhisnan@pps.net	
<i>Grade Level(s)</i>	10th, 11th, 12th		
<i>Room # for class</i>	Room: G 017		
<i>Credit</i>	Type of credit: Elective or Science .5	# of credits per semester: .5 per semester	
<i>Prerequisites (if applicable)</i>			
<i>General Course Description</i>	This is a unique class designed by a team of Portland teachers and youth. It allows students to build a base of knowledge regarding Climate Change, with a focus on the disproportionate impacts that the climate crisis has had and continues to have on frontline communities. Students will explore this complex issue from a variety of lenses, covering both the science behind climate change and its sociological implications. Throughout, students will work collaboratively and creatively to explore solutions, emerging as capable and informed climate justice activists.		
Section 2: Welcome Statement & Course Connections			
<i>Personal Welcome</i>	Welcome to Climate Justice/ Climate Change! I'm excited for year two of this dynamic class and am thrilled to teach it in person. The course will be project based and community service based. Students will have the ability to provide leadership and say in how the course develops. I am here to help you learn and be successful		



in ClimateJustice. I understand that there are a lot of different learning styles and everyone is unique. I use a variety of teaching techniques and my goal is to make our class as engaging, active and thought provoking, and meaningful as possible.

*Course Highlights
(topics, themes, areas
of study)*

CLASS SCOPE AND SEQUENCE

Upon completing the course, students will understand many facets of Climate Justice, following the units outlined below:

Unit	Science Skills	Social Studies Skills
<p>Introduction to Climate Justice and Frontline Communities Climate change has serious and disproportionate impacts on marginalized communities.</p>	<p>HS-ETS1-1: Analyze a global challenge and specify solutions that account for societal needs and wants. HS-ETS1-3: Evaluate a solution to a real-world problem based on criteria that account for a range of constraints. HS-LS2-7: Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p>	<p>HS.15: Analyze and explain the multiple perspectives of ethnic and traditionally marginalized groups to investigate past and present events as well as conflicting interests. HS.75: Evaluate options for individual and collective actions to address local, regional and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning</p>
<p>Scientific Models of Climate Change There is a complex scientific relationship between natural systems and human activity. Global and Indigenous models of attaining climate stability and resilience differ.</p>	<p>HS-ESS3-5: Analyze global climate models to make an evidence-based forecast of the current rate of climate change and associated impacts. HS-ESS2-6: Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere. HS-ESS3-6: Use a computational representation to illustrate the relationships among Earth systems and how human activity affects them.</p>	<p>HS.60: Analyze the history, culture, tribal sovereignty, and historical and current issues of the American Indian/Alaska Native/Native Hawaiian in Oregon and the United States. HS.50: Determine the influence of long-term climate change and variability on human migration, settlement patterns, resource use, and land uses at local-to-global scales.</p>
<p>Effects, Impacts, and Solutions Climate change causes a variety of negative impacts on the planet and on communities. Systemic changes are essential to solving the climate crisis.</p>	<p>HS-ESS2-4: Use a model to describe how variations in the flow of energy into and out of Earth’s systems result in changes in climate. HS-LS2-7: Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p>	<p>HS.53: Explain how power and privilege influence where people live and how they interact with their environment HS.61: Analyze and explain historical, social and political issues in regards to power, inequality, and justice HS.46: Assess how changes in the environmental and cultural characteristics of a region influence land use and sustainability.</p>
<p>Power and Policy Politicians and other powerful individuals play a</p>	<p>HS-ESS3-3. Create a computational simulation to illustrate the relationships among management of natural resources, the</p>	<p>HS.47 Explain how political and economic power dynamics have influenced cultural and environmental characteristics of various region</p>



	unique role in the climate crisis. Activism is a tool for individual impact.	sustainability of human populations, and biodiversity.	HS.26 Explain how globalization trends affect economic growth, rights of citizens, the environment, and resources in various nations.
	Taking Action Youth voice is central to the climate movement, and solutions can start with individuals.	Deepens skills developed in earlier units	Deepens skills developed in earlier units
<i>Course Connections to PPS ReImagined Vision</i>	Climate Justice will help create students to be compassionate critical thinkers, able to collaborate and solve problems, and be prepared to lead a more socially just world.		
Section 3: Student Learning			



Prioritized Standards

The following standards will be explored in the course:

CLASS SCOPE AND SEQUENCE

Upon completing the course, students will understand many facets of Climate Justice, following the units outlined below:

Unit	Science Skills	Social Studies Skills
<p>Introduction to Climate Justice and Frontline Communities Climate change has serious and disproportionate impacts on marginalized communities.</p>	<p>HS-ETS1-1: Analyze a global challenge and specify solutions that account for societal needs and wants. HS-ETS1-3: Evaluate a solution to a real-world problem based on criteria that account for a range of constraints. HS-LS2-7: Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p>	<p>HS.15: Analyze and explain the multiple perspectives of ethnic and traditionally marginalized groups to investigate past and present events as well as conflicting interests. HS.75: Evaluate options for individual and collective actions to address local, regional and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning</p>
<p>Scientific Models of Climate Change There is a complex scientific relationship between natural systems and human activity. Global and Indigenous models of attaining climate stability and resilience differ.</p>	<p>HS-ESS3-5: Analyze global climate models to make an evidence-based forecast of the current rate of climate change and associated impacts. HS-ESS2-6: Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere. HS-ESS3-6: Use a computational representation to illustrate the relationships among Earth systems and how human activity affects them.</p>	<p>HS.60: Analyze the history, culture, tribal sovereignty, and historical and current issues of the American Indian/Alaska Native/Native Hawaiian in Oregon and the United States. HS.50: Determine the influence of long-term climate change and variability on human migration, settlement patterns, resource use, and land uses at local-to-global scales.</p>
<p>Effects, Impacts, and Solutions Climate change causes a variety of negative impacts on the planet and on communities. Systemic changes are essential to solving the climate crisis.</p>	<p>HS-ESS2-4: Use a model to describe how variations in the flow of energy into and out of Earth’s systems result in changes in climate. HS-LS2-7: Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p>	<p>HS.53: Explain how power and privilege influence where people live and how they interact with their environment HS.61: Analyze and explain historical, social and political issues in regards to power, inequality, and justice HS.46: Assess how changes in the environmental and cultural characteristics of a region influence land use and sustainability.</p>
<p>Power and Policy Politicians and other powerful individuals play a unique role in the climate crisis. Activism is a tool for individual impact.</p>	<p>HS-ESS3-3. Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.</p>	<p>HS.47 Explain how political and economic power dynamics have influenced cultural and environmental characteristics of various region HS.26 Explain how globalization trends affect economic growth, rights of citizens, the environment, and resources in various nations.</p>



	<p>Taking Action Youth voice is central to the climate movement, and solutions can start with individuals.</p>	Deepens skills developed in earlier units	Deepens skills developed in earlier units
<p><u>PPS Graduate Portrait Connections</u></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"> ● Inclusive and collaborative problem solvers ● Inquisitive critical thinking with deep core knowledge ● Optimistic and future-oriented ● Influential and informed global stewards ● Powerful and effective communicators ● Resilient and adaptable learners ● Reflective, empathetic and empowered 		
<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> I will be familiar with the IEP for each student who has one and I will make the appropriate accommodations and modifications for individuals. I will collaborate regularly with their case managers, including attending IEP meetings when I’m able and I will refer students when it is appropriate to do so.</p> <p><i>504 Plans:</i> I will be aware of the details within the 504 plans of individuals and I will make the necessary accommodations.</p> <p><i>English Language Learners:</i> I will collaborate with the student’s ELL teacher and I will provide materials that are appropriate for their ELL level as well as scaffolding the content of the APES course itself to scaffold English language learning opportunities. When it is appropriate and possible, I will offer content specific materials in a student’s first language to support their learning.</p> <p><i>Talented & Gifted:</i> I will be aware of the student’s area of identification and provide extension opportunities for all assignments. I will support, encourage and expect that student’s with TAG identification extend their learning whenever possible and appropriate. I will refer students when it is appropriate to do so.</p>		
<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Career Related Learning Experience (CRLE) #1 <input type="checkbox"/> Career Related Learning Experience (CRLE) #2 <li style="padding-left: 40px;"><i>-The experience(s) will be: We will have various guest speakers</i> <input checked="" type="checkbox"/> Complete a resume <input checked="" type="checkbox"/> Complete the My Plan Essay 		





8/27 Work

Section 4: Cultivating Culturally Sustaining Communities

Tier 1 SEL Strategies

Shared Agreements



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):



Our basic class agreements will be the following
We will be Respectful, we will be Thoughtful and we will be Engaged

We discuss the concepts of respect, engagement, thoughtfulness and responsibility. Students then have time to reflect and put into their own words what a learning environment that could be described with those terms looks, sounds and feels like. Those are anonymously shared and combined into a shared document that serves as our class norms and is posted and available for referring to at any given time.


I will display our Agreements in the following locations:
Agreements will be posted on the bulletin board at the front of class, by the door. They will appear on class slides at the start of the year and as we need to be reminded throughout the year. These will also be found on our Canvas page

My plan for ongoing feedback through year on their effectiveness is:
We will have daily check-ins with the class, as a whole and individually. There will also be opportunities for feedback through forms and other written options. If revisions need to be made they will happen with input from the class. Feedback and suggestions can be made anonymously as well.



<p><i>Student's Perspective & Needs</i></p> 	<p>I will cultivate culturally sustaining relationships with students by:</p> <p>Having daily check-ins with students and making an effort to try to have a personal interaction with each student, every class period.</p> <p>They will complete a survey that illuminates me on their personal academic support needs and what they are comfortable sharing with me about their lives.</p> <p>Using the Remind app. and emailing parents/guardians to offer positive feedback about things that are going well and successes their students are having.</p>
	<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"> Emailing me at mwhisnan@pps.net Through our class remind Through messages on Canvas A phone call to me through the school
<p><i>Empowering Students</i></p> 	<p>I will celebrate student successes in the following ways:</p> <p>A goal of mine is to bring joy to class everyday. Celebrating student success is a way to do this. I will praise them on accomplishments made in the class and in other aspects of their lives. Stickers and stamps always are a hit for rewards.</p> <p>I will display their work for others to enjoy.</p> <p>I will make phone calls home and Emails to parents/guardians sharing their successes.</p>



	<p>I will solicit student feedback on my pedagogy, policies and practices by: Using exit tickets and anonymous surveys as well as fostering trusting relationships where student's feel confident advocating for themselves and the group by voicing concerns and suggestions about how I am delivering content.</p> <p>We will have daily check-ins with the class, as a whole and individually. There will also be opportunities for feedback through forms and other written options. If revisions need to be made they will happen with input from the class.</p> <p>When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways:</p> <p>Over the years, I have found private conversations with students who are struggling to adhere to our shared classroom agreements to be the most effective strategy for supporting them in choosing to do so. If this is unsuccessful, I will reach out to other teachers who are currently, or have recently, worked with the student and I will reach out to the people listed in Synergy as parents/guardians. Often, that leads me to a greater understanding of the function of the behavior, which I can then work to accommodate and create a learning environment where the student feels comfortable and productive.</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>Their work will add to the diversity and beauty of student work on our classroom walls. Opportunities to share work and ideas through class presentations and student work exhibits and showcases.</p>
<p>Section 5: Classroom Specific Procedures</p>	
<p><i>Safety issues and requirements (if applicable):</i></p>	<p>Please follow all science safety rules, listen carefully to instructions given by the teacher and carefully read and follow instructions when doing labs in the classroom and outside.</p>
<p><i>Coming & Going from class</i></p>	<p>I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class:</p> <p>Please try to be on time. If you are late, please join us with the least disruptions possible.</p>



	<p>Let me know when you need a Hall Pass, I am happy to provide you one.</p> <p>Please do try to limit your time outside of the classroom during class time.</p> <p>Please remember to center our shared classroom agreements.</p>
<i>Submitting Work</i>	<p>I will collect work from students in the following way:</p> <ul style="list-style-type: none"> *Digital work will be turned in through our Canvas page. * If single paper copy it will be turned into a labeled class folder in a basket to the front table *Work done in notebooks will be stamped and collected at the end of each unit
	<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>We will meet to determine a reasonable and realistic plan for submitting the missing work.</p>
<i>Returning Your Work</i>	<p>My plan to return student work is the following:</p> <p><i>Timeline: Within in a week or two of submission</i></p> <p><i>What to look for on your returned work: For most assignments A check mark means you earned full credit</i></p> <p>A check minus means you should consider making edits/improvements but revise for more!</p> <p>A check plus means you excelled and earned a bonus point(s)</p> <p><i>Revision Opportunities: You may come into tutorial to correct exams and earn up to an 80%. Other work you are not satisfied with your grade may be revised once.</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:</p>
<i>Attendance</i>	<p>If a student is absent, I can help them get caught up by: encouraging them to look at Canvas to see what was missed and we'll check in upon return to class. Email me with questions. <u>Come to Tutorial!</u></p>

Section 6: Course Resources & Materials

<i>Materials Provided</i>	<p>I will provide the following materials to students: Whatever is needed.</p>
<i>Materials Needed</i>	<p>Please have the following materials for this course:</p> <p>A notebook just for this course. Writing utensils, Colored pencils, highlighters,</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</i></p>



	<i>get what you need.</i>
<i>Course Resources</i>	Here is a link to resources that are helpful to students during this course: Here is our Canvas page filled with resources in the module section
<i>Empowering Families</i>	The following are resources available for families to assist and support students through the course: Here is our 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: Daily work graded and returned within a week, or often graded and recorded on the spot. Not all daily work will be recorded in Synergy. IF something will be going into Synergy I will communicate that clearly on the assignment. It will say “This will be graded in Synergy!”
<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: Graded projects, points determined based on project, communicated before project is begun and will include rubric with examples. These will be graded in Synergy.
<i>Student Role in Assessment</i>	Students and I will partner to determine how they can demonstrate their abilities in the following ways: Collaborative creation of rubrics, self assessment, peer 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: Grades can be found on Synergy. I will NOT be using Canvas for grading purposes. I will use, at times, to provide feedback only.



	<p>I will update student grades at the following frequency: It depends. Often we are doing work in our notebooks but notebooks are only collected at the end of a unit which can be over a month. I will try to update grades every 2 weeks.</p>
<i>Progress Reports</i>	<p>I will communicate the following marks on a progress report: <i>Mark: P</i> <i>Meaning of the mark:</i> P = (currently) Passing, the percent will show in the report</p> <p><i>Mark: NG</i> <i>Meaning of the mark:</i> NG = There is currently no proficient evidence of learning</p> <p><i>Sometimes letter grades will be given at progress report time</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> <p>90 - 100% A 80 - 90% B 70 - 80% C 60 - 70% D < 60% F or NP</p>
Other Needed info (if applicable)	

