



	<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 <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 1-2, 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>

## Section 3: Student Learning

<p><i>Prioritized Standards</i></p>	<p>RL2: Analyzing Theme  RI2: Analyzing Central ideas  R3: Analyzing Character</p> <p>L1: Sentence structures and fluency  L2: Capitalization, Punctuation, Spelling</p> <p>SL: Discussion  R1: Citing Evidence</p> <p>W2: Writing organized, effective expository pieces  W5: Writing Process  W3: Writing Narrative</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: English 1-2 will support students with becoming inclusive and collaborative problem solvers, inquisitive critical thinkers with deep core knowledge, resilient and adaptable lifelong learners, transformative racial equity leaders, influential and informed global stewards, and develop a positive, confident, and connected sense of self.</p>
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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></p> <ul style="list-style-type: none"> <li>● <i>Differentiated assignments</i></li> <li>● <i>Scaffolded tasks</i></li> <li>● <i>Student choice</i></li> </ul>
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	<ul style="list-style-type: none"> <li>● <i>Extended time (if needed)</i></li> <li>● <i>Chunked assignments</i></li> <li>● <i>Multiple learning modalities</i></li> <li>● <i>Access prior knowledge</i></li> </ul> <p><i>504 Plans:</i></p> <ul style="list-style-type: none"> <li>● <i>Preferential seating</i></li> <li>● <i>Differentiated assignments</i></li> <li>● <i>Scaffolded tasks</i></li> <li>● <i>Student choice</i></li> <li>● <i>Extended time (if needed)</i></li> <li>● <i>Chunked assignments</i></li> <li>● <i>Multiple learning modalities</i></li> <li>● <i>Access prior knowledge</i></li> </ul> <p><i>English Language Learners:</i></p> <ul style="list-style-type: none"> <li>● <i>Sheltered instruction (SIOP) strategies</i></li> <li>● <i>Differentiated assignments</i></li> <li>● <i>Scaffolded tasks</i></li> <li>● <i>Student choice</i></li> <li>● <i>Extended time (if needed)</i></li> <li>● <i>Chunked assignments</i></li> <li>● <i>Multiple learning modalities</i></li> <li>● <i>Access prior knowledge</i></li> </ul> <p><i>Talented &amp; Gifted:</i></p> <ul style="list-style-type: none"> <li>● <i>Extension activities</i></li> <li>● <i>Student choice</i></li> <li>● <i>Acceleration</i></li> <li>● <i>Students teach/help others</i></li> </ul>
<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="text-align: center;"><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>



## Section 4: Cultivating Culturally Sustaining Communities

<i>Tier 1 SEL Strategies</i>	Behavioral Expectations: At Franklin High School, in addition to following all school rules, we expect staff and students to: <b>S</b> trive to be...
<i>Shared Agreements</i>	<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> <p><b>G</b>enerous--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>● Gather student voice and input</li> <li>● Share student stories</li> <li>● Display student work</li> <li>● Incorporate voice, art, music into the classroom</li> <li>● Classroom norms created by students</li> </ul>
	<p>I will display our Agreements in the following locations:</p> <ul style="list-style-type: none"> <li>● Canvas page</li> <li>● Classroom wall/whiteboard</li> </ul>
	<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> </ul>



	<ul style="list-style-type: none"> <li>● Respect their cultures</li> <li>● Be mindful of intent vs impact</li> </ul>
<i>Empowering Students</i>	<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>● Canvas</li> <li>● Phone</li> <li>● Back to School Night</li> <li>● Conferences</li> </ul>
	<p>I will celebrate student successes in the following ways:</p> <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>
	<p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <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>
<i>Showcasing Student Assets</i>	<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"> <li>● Non-shaming and avoidance of power struggles..."Let Go of the Rope."</li> <li>● Authentic connection/compassion. Connection redirects more effectively.</li> <li>● Remind them of expectations and or rules</li> <li>● Talk to misbehaved student outside of the classroom or after class.</li> <li>● I typically will pull a student outside and talk to them one on one about how they are being disruptive, disrespectful, etc.</li> <li>● Attempt to help the student understand their effect and role as an individual to the whole.</li> </ul> <p>I will provided opportunities for students to choose to share and showcase their work by:</p> <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> </ul>



- Class 'parties' and celebrations

## Section 5: Classroom Specific Procedures

*Safety issues and requirements (if applicable):*

*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:

- Ask for a pass for bathroom/water needs
- One student out at a time
- Let teacher know if you need to take care of urgent phone call/text from parent/guardian

*Submitting Work*

I will collect work from students in the following way:

- Canvas
- Email
- 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
- Invitation to tutorial

*Returning Your Work*

My plan to return student work is the following:

*Timeline:*

- Within 1 week

*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



<i>Formatting Work (if applicable)</i>	Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: <ul style="list-style-type: none"> <li>• None</li> </ul>
<i>Attendance</i>	If a student is absent, I can help them get caught up by: <ul style="list-style-type: none"> <li>• Email</li> <li>• Canvas</li> <li>• Tutorial</li> </ul>
<b>Section 6: Course Resources &amp; Materials</b>	
<i>Materials Provided</i>	I will provide the following materials to students: <ul style="list-style-type: none"> <li>• 2021/22 academic planner</li> <li>• Paper</li> <li>• Pens</li> <li>• Markers &amp; art supplies</li> <li>• An organizational system of your choosing: <ul style="list-style-type: none"> <li>○ 3-Ring binder with 8 divider tabs</li> <li>○ Folders</li> <li>○ Portfolio style file folder (accordion file folder)</li> </ul> </li> <li>• Glue Sticks</li> <li>• Loose-leaf paper (college rule preferred)</li> <li>• Post-its and highlighters for marking text</li> </ul> <p><b>All supplies are available from Ms. Wolff-Myren at any time</b></p>
<i>Materials Needed</i>	Please have the following materials for this course: <ul style="list-style-type: none"> <li>• Student chromebook</li> <li>• Pen/pencil</li> <li>• Spiral</li> </ul> <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>	Here is a link to resources that are helpful to students during this course: <ul style="list-style-type: none"> <li>• <a href="#">High school supplies list</a></li> </ul>
<i>Empowering Families</i>	The following are resources available for families to assist and support students through the course: <ul style="list-style-type: none"> <li>• <a href="#">PPS Chromebook &amp; Wifi Support Page</a></li> <li>• 2021/22 academic planner</li> </ul>



- 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
  - Verbal feedback/praise
  - Email communication
  - Written feedback
  - Scores and comments on Canvas assignments
- Warm Ups and Exit Slips
  - Informal Writing (Double Entry Diaries, Think Pair Shares, Etc.)
  - Creative projects
  - Small Group & Partner Work
  - Discussions

### *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
  - Research projects
  - Presentations
  - Writing in multiple styles
  - Art, music, performance
  - Collaborative projects
- Discussions
  - Essays
  - Poetry and Short Stories
  - 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"> <li><input type="checkbox"/> 1:1 and Small Group Check Ins</li> <li><input type="checkbox"/> Peer and Self Assessment</li> </ul>
<b>Section 8: Grades</b> <b>Progress Report Cards &amp; Final Report Cards</b>	
<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: <ul style="list-style-type: none"> <li>● <a href="#">ParentVUE</a></li> <li>● Canvas</li> </ul> I will update student grades at the following frequency: <ul style="list-style-type: none"> <li>● Once per week</li> </ul>
<i>Progress Reports</i>	I will communicate the following marks on a progress report: <i>Mark:</i> <ul style="list-style-type: none"> <li>● 4 = <i>Extremely Proficient (exceeds)</i></li> <li>● 3 = <i>Proficient (meets)</i></li> <li>● 2 = <i>Developing Proficiency (close to meeting)</i></li> <li>● 1 = <i>Emerging Proficiency (does not meet/not submitted)</i></li> </ul>
<i>Final Report Card Grades</i>	The following system is used to determine a student's grade at the end of the semester: <ul style="list-style-type: none"> <li>A (3.5-4.0)</li> <li>B (3.0-3.4)</li> <li>C (2.5-2.9)</li> </ul> No D's or F's will be given for this class.  I use this system for the following reasons/each of these grade marks mean the following: <ul style="list-style-type: none"> <li>● 4 = <i>Extremely Proficient (exceeds)</i></li> <li>● 3 = <i>Proficient (meets)</i></li> <li>● 2 = <i>Developing Proficiency (close to meeting)</i></li> <li>● 1 = <i>Emerging Proficiency (does not meet/not submitted)</i></li> </ul>
<b>Other Needed info (if applicable)</b>	



