Syllabus: Practices & Policies

2021-2022	Franklin High School

Section 1: Course Overview

Course Title	English 5-6: Medical Literacy & Composition
Instructor Info	Name: Megan Humphreys Contact Info: mhumphreys@pps.net
Grade Level(s)	11th Grade
Room # for class	Room: M-219 and M-233
Credit	Type of credit: 1.0 # of credits per semester: .5
Prerequisites (if applicable)	
General Course Description	Medical Literacy and Composition is a core English class focused on analyzing the ethics and themes associated with medicine and the medical community.

Section 2: Welcome Statement & Course Connections

Personal Welcome	**Welcome to Medical Literacy and Composition! Medical science affects every single one of us, and because of this it is important to look at the ways race, gender, ability, power, etc. have an impact on the benefits, or downfalls, of medicine and medical care. I hope you enjoy exploring modern and historical medical topics!**
Course Highlights (topics, themes, areas of study)	This class requires challenging readings in medical nonfiction and medical history, and asks students to explore the ethical themes and issues presented in the materials.The coursework is designed to lay the

	groundwork for success in reading and writing, while exploring themes related to the medical community. In this course we will practice the essential skills of reading, writing and critical thinking, through a variety of literary mediums. Students will engage in a variety of texts from a variety of time periods and authors, to help broaden our sense of the world around us, and discuss relevant/current themes in our lives. Students will engage in a variety of in-class activities aimed at helping them improve their critical thinking skills, whether working by themselves or with a small team to come to higher learning conclusions.
Course Connections to PPS ReImagined Vision	❏ Inquisitive Critical Thinkers with Deep Knowledge ❏ Transformative Racial Equity Leaders ❏ Influential and Informed Global Stewards ❏ Reflective, Empathetic, and Empowering Graduates ❏ Inclusive and Collaborative Problem Solvers

Section 3: Student Learning

Prioritized Standards	The following standards will be explored in the course: **RL & RI 11.1 Cite Text Evidence:** Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored. **W.11.2 Informative/ Explanatory Writing:** Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. ● Introduction and Organization ● Develop a Topic **W.11.1 Argumentative Writing:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● Introduce Claims and Create an Organization ● Develop Claims and Counterclaims

	I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait:
	❏ Inquisitive Critical Thinkers with Deep Knowledge
	    ❏
	❏ Transformative Racial Equity Leaders
	    ❏
	❏ Influential and Informed Global Stewards
	    ❏
	❏ Reflective, Empathetic, and Empowering Graduates
	    ❏
	❏ Inclusive and Collaborative Problem Solvers
	    ❏

Differentiation/ accessibility strategies and supports:	I will provide the following supports specifically for students in the following programs: *Special Education: modified and/or scaffolded assignments, extra time for completion, working closely with case workers, following IEP accommodations* *504 Plans: Following 504 accommodations* *English Language Learners: providing visual representations as often as possible, modified reading assignments and materials* *Talented & Gifted: extensions on assignments, honors credit, opportunities to challenge*
Personalized Learning Graduation Requirements (as applicable in this course):	☐ Career Related Learning Experience (CRLE) #1 ☐ Career Related Learning Experience (CRLE) #2 *-The experience(s) will be:* ☐ Complete a resume ☐ Complete the My Plan Essay N/A

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 in the following way(s):

Shared Agreements	In each class, we create shared norms and agreements based on student needs in the following areas: My peers, my environment, and my teacher. Students collaborate together to create a list of needs and then agree as a group to the list. We make sure to focus on what environmental needs are present so that students can have the optimal learning environment to succeed.
	I will display our Agreements in the following locations: The written agreements will be posted on the walls of both classrooms (M-219 & M-233) as well as typed up and posted in each class's daily slide show, and posted on Canvas.
	My plan for ongoing feedback through year on their effectiveness is: Bi-weekly check in surveys and verbal questioning. As well as observing for compliance to the agreements
Student's Perspective & Needs	I will cultivate culturally sustaining relationships with students by: ● Focusing on Social/Emotional Learning skills to promote relationship and community building ● Daily Check-in questions to get to know the interests and hobbies of students

	• Providing student choice ○ Providing multiple ways to showcase proficiency
	Families can communicate what they know of their student's needs with me in the following ways: Email is the quickest and most efficient way to communicate with me: mhumphreys@pps.net
Empowering Students	I will celebrate student successes in the following ways: Verbally and in writing. I typically like to write a personal note on assignments about what the student did successfully, as well as ways to improve. I try to be as encouraging as possible to let each student know they are valued!
	I will solicit student feedback on my pedagogy, policies and practices by: issuing a quarterly survey for students to reflect on my work and give feedback for how they would like the rest of the year to look and how to best teach them

	When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways: As a class we will review the class norms and agreements created by students.
Showcasing Student Assets	I will provided opportunities for students to choose to share and showcase their work by: We have many opportunities for students to show their work, such as presentations to the class, in small groups, or one-on-one during tutorial.

Section 5: Classroom Specific Procedures

Safety issues and requirements (if applicable):	- Masks must be worn at all times - No eating in class - Can excuse self to hallway to eat a quick snack if necessary - Use hand sanitizer when entering and exiting classroom
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: Students are encouraged to take breaks when necessary. They can do this by stepping into the hallway to take a moment to themselves. They can access student support services to get a snack.
Submitting Work	I will collect work from students in the following way: class work will be handed in to the teacher at the end of class periods. Summative assignments will be submitted through Canvas.
	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: Personal conversation, message through Canvas, tutorial invites with listed missing assignment (s)
Returning Your Work	My plan to return student work is the following: *Timeline: Classwork assignments will be returned the following class period. Essays will take longer and will be graded with a rubric.* *What to look for on your returned work: A check mark means that the student has received full credit* *Revision Opportunities: All student work will be allowed revision. Students will need to communicate with the teacher to determine ways to revise.*

Formatting Work *(if applicable)*	Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here:
Attendance	If a student is absent, I can help them get caught up by: Encouraging students to check canvas when they are absent. ALL daily work and assignments are posted on our class canvas site. They can also see me to get the work they missed.

Section 6: Course Resources & Materials

Materials Provided	I will provide the following materials to students: ● Class folder ○ This is where all physical copies of classwork and graded assignments are held ● Handouts/articles/assignments ● Pencils (when needed) ● Other office supplies that I have on hand in the classroom
Materials Needed	Please have the following materials for this course: ● Spiral notebook ● Assigned text ● School-provided computer *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.*
Course Resources	Here is a link to resources that are helpful to students during this course: ims.pps.net
Empowering Families	The following are resources available for families to assist and support students through the course: Please email me directly: mhumphreys@pps.net

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: ● personalized notes on assignments that include what was done well and what can be improved ● 1-on-1 conferencing done regularly throughout the unit

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:
Student Role in Assessment	Students and I will partner to determine how they can demonstrate their abilities in the following ways: I will have personal conversations with all students about demonstrating ability during conferencing, which will take place quarterly and before large essays are due. If I notice that a student is struggling to complete work, I will reach out to them individually to make a plan to show ability.

Section 8: Grades
Progress Report Cards & Final Report Cards

Accessing Grades	Students & Families can go to the following location for up-to-date information about their grades throughout the semester: StudentVue/Synergy
	I will update student grades at the following frequency: Dependant on assignment length (ex: essays will take longer to grade and may take 2 weeks to complete all grading)
Progress Reports	I will communicate the following marks on a progress report: *Mark: Check mark* *Meaning of the mark: You received full credit for this work* *Mark: 1-4* *Meaning of the mark: A mark of 1 to 4 will only be for longer essays. These correlate with proficiency grading listed in the syllabus*
Final Report Card Grades	The following system is used to determine a student's grade at the end of the semester: **Grading**: 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 standards

3= approaching mastery

4= mastery of skill
All graded assignments will be given a score between 0-4. This will be translated to a grade percentage equivalent.

4= 100%

3.5= 93%

3= 86%

2.5= 79%

2= 72%

1.5= 65%

1= 60%

I use this system for the following reasons/each of these grade marks mean the following:
This course is a proficiency-based course, which means that I will assess students in a variety of skill sets. As you learn, you will build proficiency through practice. This class will allow you to practice, improve, and get teacher feedback without being penalized for practice assessments that are not perfect. The purpose for doing each assignment is to get feedback on your skill proficiency and to prepare for scored assessments. Students will have a variety of opportunities to demonstrate growth, improvement, and ultimately mastery of a skill set. You're not expected to be an expert on the first day, but need to show growth over the particular unit of study. Final grades will be determined based on evaluations in the skill set. In many cases, I will provide feedback and you can re-attempt until receiving a better evaluation.

Other Needed info (if applicable)