Syllabus: Practices & Policies

2021-2022	Franklin High School

Section 1: Course Overview

Course Title	English 3-4
Instructor Info	Name: Elizabeth Kirsch Contact Info: ekirsch@pps.net
Grade Level(s)	10
Room # for class	Room: M219
Credit	Type of credit: English # of credits per semester: 0.5
Prerequisites (if applicable)	English 1-2
General Course Description	See course highlights below.

Section 2: Welcome Statement & Course Connections

Personal Welcome	Welcome to Sophomore English! I am Elizabeth Kirsch. This is my 9th year at Franklin. I teach both English and journalism. I love students, cats, snakes, cheese, Franklin, antiracist learning, Taylor Swift, and a number of other things that are some combination of exciting and embarrassing. I'm excited to get to know my students and families this year!
Course Highlights (topics, themes, areas of study)	**Course Topic: Issues of Justice and Power**

	Students will examine a variety of contemporary and classic works—short stories, essays, novels, poetry, dramas, nonfiction pieces, and non-print media—that encourages examination of multiple points of view. Texts will be complex, and may contain mature content and/or language. While engaging with texts such as short stories (examples of some I've used in the past: "Half a Moon," "The Kind of Light That Shines On Texas," "The Eclipse," "Halloween," "The Uprooted," "Everyone's Abuelo Can't Have Ridden With Pancho Villa," "The Land of the the Free," "There Will Come Soft Rains," "Aunt Chila," "Light Is Like Water"); films; articles; and longer texts such as *Exit West*, *A Raisin in the Sun*, and/or *Fahrenheit 451*; students will focus on common core standards for English with the aim of becoming stronger writers, speakers, communicators, listeners, readers, and thinkers. Our final text list will be adjusted based on our schedule and the needs of our class. Finally, in addition to ELA standards, I also strive to help students develop compassion, self reflection, and racial literacy.
Course Connections to [PPS ReImagined Vision](#)	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." Content and teaching are aligned with PPS's core values of Students at the Center, Racial Equity and Social Justice, Honesty and Integrity, Excellence, Respect, Relationships, Creativity and Innovation, Partnerships and Collaboration, and Joyful Learning and Leadership.

Section 3: Student Learning

Prioritized Standards	The following standards will be explored in the course: Reading ● RI/L.10.1 (citing evidence to support interpretation and analysis of literary and informational text) ● RI/L.10.2 (identifying and articulating theme and main idea in literary and informational text) ● RI.10.8 (evaluating arguments in informational text) ● RL.10.4 (analyze the impact of word choice in literary text) Writing ● W.10.1 (write developed arguments to support claims) ● W.10.2 (write explanatory texts to convey complex ideas) ● W.10.9 (draw evidence from various texts to support analysis, reflection, and research) ● L.10.2 (demonstrate command of punctuation, capitalization, and spelling)

	Speaking
	● SL.10.1 (initiate and participate effectively in collaborative discussion)
PPS Graduate Portrait Connections	I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait: ● inclusive and collaborative problem solving ● inquisitive critical thinking ● leading in racial equity ● resilient lifelong learning ● effectively communicating needs, opinions, beliefs, arguments, etc ● connecting to personal strengths ● developing reflection and empathy ● understanding multiple perspectives and perceptions and how they are influenced ● connecting with and pursuing personal ambitions
Differentiation/ accessibility strategies and supports:	I will provide the following supports specifically for students in the following programs: *Special Education:* Accommodations indicated by Individual Education Plans will be made in cooperation with students, special education teachers and parents. *504 Plans:* Accommodations indicated by 504 Plans will be made in cooperation with students, counselors and parents. *English Language Learners:* Strategies used in this class to address ELL needs will include, but are not limited to, the following: posting clearly defined objectives, emphasizing key vocabulary, providing clear expectation of tasks, slower speech, increased wait time, scaffolding techniques like think-alouds to support student understanding, allowing for frequent opportunities for student interaction (pair-shares, small and large group work), using activities that integrate reading, writing, speaking and listening, providing regular feedback *Talented & Gifted:* 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.

Personalized Learning Graduation Requirements (as applicable in this course):	N/A

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): ● norming the CCAR Compass as a way to navigate content and other conversations, and as a way to ground ourselves on a daily basis ● sharing my/school/district expectations/agreements ● creating shared agreements for each class, as a class, and providing opportunities to revisit and revise them ● norming sharing activities that tune in to our emotions such as circles ● teaching students about cultural lenses so they are empowered to examine norms for cultural responsiveness through multiple lenses
	I will display our Agreements in the following locations: ● on our Canvas sites ● norms list in the classroom
	My plan for ongoing feedback through year on their effectiveness is: ● consistent surveys to seek feedback from students ● qualitative data around student behavior ● informal/oral student feedback and class discussions
Student's Perspective & Needs	I will cultivate culturally sustaining relationships with students by: ● Get to know students and center relationship ● Examine personal biases ● Own mistakes and do better ● Listen to students

	- Elevate students' languages and cultures - Adapt policies, practices, and pedagogy that better and more equitably serve students - Family and community involvement - Respect their cultures - Be mindful of intent vs impact
	Families can communicate what they know of their student's needs with me in the following ways: - Email: kirsch@pps.net - Phone - Conferences
Empowering Students	I will celebrate student successes in the following ways: - Praise/positive feedback - Displaying student work online or in the classroom - Positive phone calls to families/guardians - Class celebrations
	I will solicit student feedback on my pedagogy, policies and practices by: - Regular check-ins - Student surveys - Restorative justice circles - Written input - Formative assessments - Student voice - Exit tickets
	When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways: 1. Conventional classroom control and tier 1 interventions 2. Private conference between teacher and student 3. Outreach to counselor, community partners, and/or administrative team for intervention
Showcasing Student Assets	I will provided opportunities for students to choose to share and showcase their work by: - Creating space in the classroom and on Canvas for students to share their work - Inviting student voice in our daily check ins - Embedding regular opportunities to share into daily class

	Section 5: Classroom Specific Procedures
Safety issues and requirements *(if applicable):*	- Wear a mask unless actively eating or drinking - Do your best to maintain at least 3 feet of distance - Respect the identities of everyone in our community
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: - One student out with a pass at a time - Return in a timely manner - Maintain distance and wear mask when in the hallways
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: - No penalty for late work - Multiple opportunities to demonstrate knowledge - Canvas - Invitation to tutorial
Returning Your Work	My plan to return student work is the following: *Timeline:* dependent on assignment *What to look for on your returned work:* - Written feedback - completion score out of 10 *Revision Opportunities:* - As many as needed but students should be proactive about seeking these opportunities and do so in a timely manner - attending tutorial strongly encouraged
Formatting Work *(if applicable)*	Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: I am not picky about format. In general, we will use MLA citation style.
Attendance	If a student is absent, I can help them get caught up by:

	- Checking our class slide deck in Canvas is the first and best way to find out what you missed. - I am also available via email and at tutorial to support students in getting caught up.

Section 6: Course Resources & Materials

Materials Provided	I will provided the following materials to students: - Texts - Paper (if needed) - Writing utensils (if needed)
Materials Needed	Please have the following materials for this course: - Texts - Student chromebook and charger - Pen/pencil - Paper or notebook - Folder or binder for English work/handouts *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: - High school supplies list
Empowering Families	The following are resources available for families to assist and support students through the course: - PPS Chromebook & Wifi Support Page - Canvas - Synergy - Our class Remind - Teacher instagram

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

	- Comments on formative assessments - Verbal feedback/praise - Email communication - Written feedback - Scores and comments on Canvas assignments
Summative Assessments	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: - Paragraphs - Essays - Other modes of writing - Text based discussions - Presentations - Collaborative projects
Student Role in Assessment	Students and I will partner to determine how they can demonstrate their abilities in the following ways: - Self-assessments - Tutorial check-ins - Student surveys - Student input on grading policy

Section 8: Grades
Progress Report Cards & Final Report Cards

Accessing Grades	Students & Families can go to the following location for <u>up-to-date </u>information about their grades throughout the semester: - ParentVUE/StudentVUE
	I will update student grades at the following frequency: - Dependent upon assignment
Progress Reports	I will communicate the following marks on a progress report: - *A = highly proficient and/or significant growth/learning* - *B = proficient and/or substantial growth/learning*

	C = developing proficiency *D = emerging proficiency* *NP = Not Passing (I haven't received enough evidence to evaluate student)*

Final Report Card Grades	The following system is used to determine a student's grade at the end of the semester:
	
	    A (100 - 90%)
	    B (89.99 - 80%)
	    C (79.99 - 70%)
	    D (69.99 - 60%)
	    INC (59.99 - and below)
	
	Incomplete means that students did not meet the requirements for a passing grade but may work with me to recover credit.

	I use this system for the following reasons/each of these grade marks mean the following: It has come to be my belief that the traditional letter grade system in which we have all been conditioned was created to rank and categorize students based on merit, potential, behavior, intellectual capacity, productivity, etc. I believe our definitions of things such as merit, intellectual capacity, etc are culturally specific, socially constructed, and rooted in White systems. It is my aim to disrupt these traditional functions of grading by decentering letter grades and centering feedback. I am still growing and learning how to do this, and therefore it is possible I may adjust our grading policy throughout the year in my effort to best create an equitable system that honors your skills and learning and also pushes you to grow. It is my goal that students will exit my class stronger writers, readers, and communicators; in my earlier years of teaching, I used grades to communicate about what I perceived to be student proficiency in these categories. I no longer believe that grades are the most effective or equitable tool for communicating with you about your strengths and areas of growth. I believe we already face natural consequences when we do not take opportunities to engage in learning, and I don't feel the need to impose additional consequences using grades. However, I am required to issue letter grades at the end of the course. As such, for my class... - Individual assignments entered into the gradebook will be graded on completion and participation. All assignments will be given scores out of 10. Fully complete assignments will receive a 10/10. Please note that fully complete means that I can tell you spent SOME time on it. My goal is that these standardized completion grades will encourage you to focus on the feedback you receive rather than fixate on the grade attached. - Missing assignments will be entered as 5/10 in order to avoid a mathematically disproportionate penalty.

	- A passing grade in this course (A, B, C, or D) means that:
	  - You completed all summative (major) assignments--I will always tell you when an assignment is summative. We will do a lot of formative work (opportunities to practice) and some summative work. Summative assignments will include: leading class discussions, Socratic seminars, essays, and TISAS paragraphs. While these assignments are also opportunities to practice skills, they are an important way to demonstrate your learning.
	  - You completed enough of the coursework to demonstrate some proficiency and/or grow some of your skills (definition of coursework is flexible and I will include evidence of your participation and engagement in: class, tutorial time, supporting other students, class assignments, class discussions--written and oral). I will use your proficiency and growth as evidence to support the highest grade possible.
	- An Incomplete in this course means that:
	  - You did not meet the requirements for a passing grade, but may work with Ms. Kirsch to do so at a future time to recover credit.
	
	This is not a perfect system. It does not necessarily measure your skills in English. It measures the degree to which you engaged in class work, and our ability to engage right now is significantly impacted by our home lives, our lived experiences, the world around us, and more. I do, however, believe that the extent to which we choose to engage given those circumstances impacts how much we learn and grow. Therefore, as needed, I will be using my professional discretion to make individualized decisions about student grades based on other factors such as engagement, quality of work, proficiency, alternate assignments, etc.

Other Needed info (if applicable)	