



## Syllabus: Practices & Policies

| 2021-2022  |   | Franklin High School            |  |
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| <b>Section 1: Course Overview</b>                            |   |                                 |  |
| <i>Course Title</i>  | English 1-2   |                                 |  |
| <i>Instructor Info</i>                                       | Name: Aubin Knowlton  | Contact Info: aknowlton@pps.net |  |
| <i>Grade Level(s)</i>  | 9th   |                                 |  |
| <i>Room # for class</i>                                      | Room: M206  |                                 |  |
| <i>Credit</i>  | Type of credit: English Language Arts   | # of credits per semester: 0.5  |  |
| <i>Prerequisites (if applicable)</i>                         | None  |                                 |  |
| <i>General Course Description</i>                            | This course is designed to lay the groundwork for success in reading, writing, speaking, and listening. In this course, students will practice these essential skills using a variety of literary mediums. Students will engage with a variety of texts to help develop and improve skills while working independently, in small groups, and together as an entire class. |                                 |  |
| <b>Section 2: Welcome Statement &amp; Course Connections</b> |   |                                 |  |
| <i>Personal Welcome</i>                                      | Welcome to 9th grade!   |                                 |  |
| <i>Course Highlights (topics, themes, areas of study)</i>    | <ol style="list-style-type: none"><li>1. Read a variety of works about identity from a wide array of voices</li><li>2. Write to explore theme and character</li><li>3. Write to develop engaging narratives</li></ol>   |                                 |  |



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|   | <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 justice through reading, writing, speaking, and listening.</p>  |
| <h3>Section 3: Student Learning</h3>                                      |  |
| <p><i>Prioritized Standards</i></p>                                       | <p>The following standards will be explored in the course:</p> <p>9.1 - Citing text evidence</p> <p>9.2 - Informative/Explanatory writing</p> <p>9.3 - Narrative writing</p>   |
| <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>  |
| <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> <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> </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>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 type="checkbox"/> <del>Career Related Learning Experience (CRLE) #1</del></li> <li><input type="checkbox"/> <del>Career Related Learning Experience (CRLE) #2</del><br/> <i>-The experience(s) will be: Career Research Project</i></li> <li><input type="checkbox"/> <del>Complete a resume</del></li> <li><input type="checkbox"/> <del>Complete the My Plan Essay</del></li> </ul>   |
| <h2>Section 4: Cultivating Culturally Sustaining Communities</h2>                           |   |
| <p><b>Tier 1 SEL Strategies</b></p>   | <p>Behavioral Expectations:<br/> At Franklin High School, in addition to following all school rules, we expect staff and students to:<br/> <b>S</b>trive to be...<br/> <b>T</b>houghtful--We put time and effort into our work</p>  |



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| <p><i>Shared Agreements</i></p>                 | <p><b>R</b>espectful--We respect the diverse learning needs of our peers<br/> <b>O</b>rganized--We are present and on time to class<br/> <b>N</b>eighborly--We greet others and interact positively<br/> <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>● 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> <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>   |
| <p><i>Student's Perspective &amp; Needs</i></p> | <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>● Canvas</li> <li>● Back to School Night</li> <li>● Conferences</li> </ul>   |



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| <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>● Class 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>● 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 the student outside 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> |
| <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>● 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>   |
| <b>Section 5: Classroom Specific Procedures</b>        |  |
| <i>Safety issues and requirements (if applicable):</i> | <ul style="list-style-type: none"> <li>● Wear a mask at all times</li> <li>● Maintain at least 3 feet of distance between peers and teacher</li> </ul>   |
| <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:  |



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|  | <input type="checkbox"/> One student out with a pass at a time<br><input type="checkbox"/> Return in a timely manner<br><input type="checkbox"/> Maintain distance and wear mask when in the hallways  |
| <i>Submitting Work</i>                             | I will collect work from students in the following way: <ul style="list-style-type: none"> <li>• Canvas</li> </ul>   |
|  | 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: <ul style="list-style-type: none"> <li>• Extended time</li> <li>• Canvas</li> <li>• Invitation to tutorial</li> </ul>   |
| <i>Returning Your Work</i>                         | My plan to return student work is the following: <p><i>Timeline:</i></p> <ul style="list-style-type: none"> <li>• Within 1 week</li> </ul> <p><i>What to look for on your returned work:</i></p> <ul style="list-style-type: none"> <li>• Written feedback</li> <li>• Praise</li> <li>• Clear directions for improvements</li> </ul> <p><i>Revision Opportunities:</i></p> <ul style="list-style-type: none"> <li>• As many as needed - attending tutorial strongly encourage</li> </ul> |
| <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>• See each specific assignment, as formatting directions may vary</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 provided the following materials to students: <ul style="list-style-type: none"> <li>• Access to any texts that we are reading for class</li> <li>• Paper</li> <li>• Pens/Pencils</li> </ul>  |



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|  | <ul style="list-style-type: none"> <li>● Markers &amp; art supplies</li> </ul>  |
| <i>Materials Needed</i>                                    | <p>Please have the following materials for this course:</p> <ul style="list-style-type: none"> <li>● Student chromebook and charger</li> <li>● Pen/pencil</li> <li>● Spiral notebook (I will provide one if you don't have)</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>                                    | <p>Resources that are helpful to students during this course:</p> <ul style="list-style-type: none"> <li>● Class Canvas page</li> </ul>   |
| <i>Empowering Families</i>                                 | <p>The following are resources available for families to assist and support students through the course:</p> <ul style="list-style-type: none"> <li>● <a href="#">PPS Chromebook &amp; Wifi Support Page</a></li> <li>● 2021/22 academic planner</li> <li>● Canvas</li> </ul>   |
| <h2>Section 7: Assessment of Progress and Achievement</h2> |   |
| <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>● Grades</li> <li>● Formative assessments</li> <li>● Verbal feedback/praise</li> <li>● Email communication</li> <li>● Written feedback</li> <li>● Scores and comments on Canvas assignments</li> </ul>                                     |
| <i>Summative Assessments</i>                               | <p>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:</p> <ul style="list-style-type: none"> <li>● Project based learning</li> <li>● Text based discussions</li> <li>● Research projects</li> <li>● Presentations</li> <li>● Writing in multiple styles</li> <li>● Art, music, performance</li> <li>● Collaborative projects</li> </ul> |



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| <i>Student Role in Assessment</i>  | <p>Students and I will partner to determine how they can demonstrate their abilities in the following ways:</p> <ul style="list-style-type: none"> <li>● Self-assessments</li> <li>● Tutorial check-ins</li> <li>● Student cafes</li> <li>● Student surveys</li> </ul>  |
| <p><b>Section 8: Grades</b><br/> <b>Progress Report Cards &amp; Final Report Cards</b></p> |   |
| <i>Accessing Grades</i>  | <p>Students &amp; Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester:</p> <ul style="list-style-type: none"> <li>● <a href="#">ParentVUE</a></li> </ul>   |
|  | <p>I will update student grades at the following frequency:</p> <ul style="list-style-type: none"> <li>● Once per week</li> </ul>   |
| <i>Progress Reports</i>  | <p>I will communicate the following marks on a progress report:</p> <p><i>Mark:</i></p> <ul style="list-style-type: none"> <li>● <i>A = Extremely Proficient</i></li> <li>● <i>B = Proficient</i></li> <li>● <i>C = Developing Proficiency</i></li> <li>● <i>D = Emerging Proficiency</i></li> </ul>          |
| <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>A (100 - 90%)<br/> B (89.99 - 80%)<br/> C (79.99 - 70%)<br/> D (69.99 - 50%)</p>  |
|  | <p>I use this system for the following reasons/each of these grade marks mean the following:</p> <ul style="list-style-type: none"> <li>● <i>A = Extremely Proficient</i></li> <li>● <i>B = Proficient</i></li> <li>● <i>C = Developing Proficiency</i></li> <li>● <i>D = Emerging Proficiency</i></li> </ul> |





**Other Needed info (if applicable)**



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