



## Syllabus: Practices & Policies

2021-2022		Franklin High School	
<b>Section 1: Course Overview</b>			
<i>Course Title</i>	English 5-6/ Women's Lit		
<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>	English 1-2 and English 3-4		
<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 English 5-6 Women's Lit!		
<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. Practice the writing process</li></ol>		



	<p>4. Practice academic research and citing evidence</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 5-6, 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>gender</b> through reading, writing, speaking, and listening.</p>
<h3>Section 3: Student Learning</h3>	
<p><i>Prioritized Standards</i></p>	<p><u>Reading informational texts</u> <i>RI2</i></p> <p><u>Analyzing author’s craft</u> <i>RL5</i></p> <p><u>Analyzing arguments</u> <i>RI5, W1</i></p> <p><u>Creating arguments about literature</u> <i>SL1</i></p> <p><u>Literary Analysis</u> <i>RL4, W2, L2</i></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> <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</i></p>	<p><input type="checkbox"/> <del>Career Related Learning Experience (CRLE) #1</del></p> <p><input type="checkbox"/> <del>Career Related Learning Experience (CRLE) #2</del></p> <p><i>-The experience(s) will be: Career Research Project</i></p>



applicable in this course):	<input type="checkbox"/> Complete a resume <input type="checkbox"/> Complete the My Plan Essay
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## Section 4: Cultivating Culturally Sustaining Communities

<b>Tier 1 SEL Strategies</b>	<p>Behavioral Expectations:</p> <p>At Franklin High School, in addition to following all school rules, we expect staff and students to:</p> <p><b>S</b>trive to be...</p> <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>
<b>Shared Agreements</b>	<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>



<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> <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>
<i>Empowering Students</i>	<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>● Class 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>
	<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 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>	<p>I will provide 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> <li>● Class 'parties' and celebrations</li> </ul>
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## Section 5: Classroom Specific Procedures

<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>
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<i>Coming &amp; Going from class</i>	<p>I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> One student out with a pass at a time</li> <li><input type="checkbox"/> Return in a timely manner</li> <li><input type="checkbox"/> Maintain distance and wear mask when in the hallways</li> </ul>
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<i>Submitting Work</i>	<p>I will collect work from students in the following way:</p> <ul style="list-style-type: none"> <li>● Canvas</li> </ul>
	<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> <ul style="list-style-type: none"> <li>● Extended time</li> <li>● Canvas</li> <li>● Invitation to tutorial</li> </ul>

<i>Returning Your Work</i>	<p>My plan to return student work is the following:</p> <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>
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	<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>

## Section 6: Course Resources & Materials

<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> <li>Markers &amp; art supplies</li> </ul>
<i>Materials Needed</i>	Please have the following materials for this course: <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> <li>Any class text that has been checked out to students</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>	Resources that are helpful to students during this course: <ul style="list-style-type: none"> <li>Class Canvas page</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> <li>Canvas</li> </ul>

## Section 7: Assessment of Progress and Achievement



<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>
<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>  <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:  <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%)  B (89.99 - 80%)  C (79.99 - 70%)  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>
<b>Other Needed info (if applicable)</b>	

