Syllabus: Practices & Policies

2021-2022	Franklin High School	
	Section 1: Course Overview	
Course Title	Literature and film: English 7/8	
Instructor Info	Name: Anne Meadows Contact Info:ameadows@pps.net	
Grade Level(s)	12	
Room # for class	Room: 209	
Credit	Type of credit: standard # of credits per semester:.5	
Prerequisites (if applicable)		
	Section 2: Welcome Statement & Course Connections	
Personal Welcome	**Welcome to English!** **We will practice Franklin STRONG and strive to be:**	

	Thoughtful: We have a considerate classroom where we recognize our words and actions have an impact on our class and community. **Respectful:** We honor our diversity and each person's unique contribution and maintain a learning environment where we all can thrive. **Organized:** We keep our physical and digital materials in order, get our work done and strive to keep our stress low and engagement high. **Neighborly:** We help each other and are friendly and inclusive. **Generous:** We share our resources, energy and knowledge to help everybody feel included and supported.	
Course Highlights (topics, themes, areas of study)	We will read and write widely, think deeply and share our insights and questions. We will engage the framework of story and media, film and literature through various lenses including gender, race, class, environment and age. We will look at representations in film through various lenses and consider how these inform our identities and sense of self and the world. We will engage regularly with short, challenging texts and also read longer, sustained works. Our units of study may include: Independent reading on-going Short stories and thematic film connections Personal/college essay Focus on image making with words and images F.Scott Fitzgerald and The Curious Case of Benjamin Button	

	Siddhartha and the personal journey with film supports (The Little Buddha, Oh Brother Where Art Thou, The Matrix and the documentary The Way Out)and readings from Homer and Plato **The Crucible and our relationship to propaganda and mass think with analysis of McCarthyism** **Into The Wild and humanity's changing connection to nature with a study of subjugation of the natural world versus a transcendentalist or animistic view.** **Other possible units may include: One Flew Over the Cuckoo's Nest and the trajectory of mental health assessment and treatment.**	
Course Connections to PPS ReImagined Vision	**Critical Thinkers as they actively seek textual evidence and dive deep into texts** **Lifelong Learners as they learn approaches to reading and writing that apply not only to what we read in class but to what they read in all contexts personally and as scholars** **Powerful Communicators with a strong sense of self and ability to articulate their thinking from both personal experiences and intelligent understanding of how texts apply to the world.**	
Section 3: Student Learning		
Prioritized Standards	*Course Connections to PPS ReImagined Vision*	**Priority standards:** ● **RL.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters**

uncertain.

- RL.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Writing W.11-12 W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.2. 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
- . W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well structured event sequences.
- SL.11-12 SL.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

		● **L.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
		● **L.6. Acquire and use accurate general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
PPS Graduate Portrait Connections 8/27 Work	I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait: **Students will grow as:** **Critical Thinkers as they actively seek textual evidence and dive deep into texts** **Lifelong Learners as they learn approaches to reading and writing that apply not only to what we read in class but to what they read in all contexts personally and as scholars** **Powerful Communicators with a strong sense of self and ability to articulate their thinking from both personal experiences and intelligent understanding of how texts apply to the world.**	
Differentiation / accessibility strategies and supports:	I will provide the following supports specifically for students in the following programs: *Special Education: IEP'S Applied/audio versions made available whenever possible/tools such as graphic organizers, sentence starters and tech assisted tools such as immersive reader.* *English Language Learners: Material will be scaffolded/Audio versions*	

	made available whenever possible/translations made available whenever possible/streamlined materials with ELL helpful tools such as graphic organizers, sentence starters and tech assisted tools such as immersive reader. *Talented & Gifted: Concepts will allow for greater depth and extensions will be offered. TAG students could choose to complete Honor's option (available to all students) or to do extended in depth work aside from honor's. These extension options will be offered.*	
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~~	⚡ 8/27 Work
	Section 4: Cultivating Culturally Sustaining Communities	
Tier 1 SEL Strategies		
Shared Agreements ⚡	We will work together to agree on what works for our class within the container of schoolwide expectations. We will revisit these periodically as needed over the year. Norms: *	

*Show up!   Bring attention, engagement and joy to our work!

- Be prepared to collaborate
- Self-reflect
- Step up, step aside (share your perspective, monitor air time)
- Listen for meaning rather than to respond
- Hold space for multiple perspectives & lived experiences
- Stay engaged, knowing you will get breaks
- Be kind and value each and every member of our community

	My plan for ongoing feedback through year on their effectiveness is: Occasionally revisiting our norms. Discussing what they mean, if we are living up to them and what to do if we are not: Do we need to change them? Did we just forget? If we are not meeting them, is this an individual responsibility or did we collectively lapse? Am I doing my job as a teacher to keep to our agreements? If not, what can I do to improve?	
Student's Perspective & Needs	I will cultivate culturally sustaining relationships with students by: Regularly hearing all voices Connecting one on one with students as much as possible to hear how they are doing	

	Families can communicate what they know of their student's needs with me in the following ways: Email Phone Setting up personal meeting	
Empowering Students		
	I will solicit student feedback on my pedagogy, policies and practices by: Regular class and individual check-ins as to how it is going. End of quarter written surveys.	

	When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways: Speak to the student privately and note what I am observing. Find out what is up that might be leading to issues. Once I have that awareness, I can see how to proceed: Some options might be: See if we can collaborate with a solution Speak with family to see what might be in order Seek community support from other teachers who know the student Seek administrative support Reach out to advocates and partners	
Showcasing Student Assets	I will provided opportunities for students to choose to share and showcase their work by: Visual posting Oral sharing where students share with other students Allowing students to have a peer (or me) read their work aloud Using student work as models for others (with author's permission)	

Section 5: Classroom Specific Procedures		
Safety issues and requirements (if applicable):		
Coming & Going from class	Please use the following guidelines when coming and going from class: We will follow school protocols. This is especially important with Covid-19. One student out at a time with a hall pass. Please note that if someone is out, you need to wait until their return. If you are gone a long time, someone else can't go so please be considerate. Also, try to go at a time that is not in the middle of important information sharing or during a peer's presentation. Please be considerate of your peers.	
Submitting Work	I will collect work from students in the following way: Primarily through Canvas digitally Some work will be submitted by paper and there is an in-box designated for each class.	
	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: This will be on a case by case basis at Tutorial.	
Returning Your Work	My plan to return student work is the following: *Timeline: As quickly as I can get to it.* *What to look for on your returned work:* *Revision Opportunities: Varies*	

Formatting Work (if applicable)	Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: will be covered in class	
Attendance	If a student is absent, I can help them get caught up by: student should look on Canvas, ask a classmate and attend Tutorial	
Section 6: Course Resources & Materials		
Materials Provided		
Materials Needed	Please have the following materials for this course: **Personal Chromebook:** These will be available for check out and necessary on a daily basis. Some days we will not use them but you should have a fully charged chromebook as a matter of practice. We will use CANVAS as our interface so this requires a computer. **Notebook:** This is for note-taking so can be a composition book or a spiral but you will need to have it with you! Choose something you enjoy writing in! We will mostly use digital notebooks but your physical notebook will be important. If your computer is uncharged, lost or forgotten, you will have to create it in the physical notebook and later transfer it to your digital device. We will **NOT** BE TAKING EXTENSIVE NOTES OR WRITING ESSAYS ON CELL PHONES! **Free reading book:** Plan to have a free reading book on a daily basis. We will be reading shared texts and our reading is deep but not broad, so you should always have a book or two or your choice going! **Class text:** Whatever text we are reading as a class. You will get these at the library. There will also be digital copies as much as possible on Canvas. **Pocket folder or three ring notebook:** You will need a place to keep	

paper handouts. I hope to keep these to a minimum and most documents you need to access will be digital. However, there will be some and you will need a place to keep them organized and available.

Writing implements: You need pens and pencils! Choose things you like to write with!   Really! The experience of writing is much more pleasant with a good pen.

Post-it notes: These are very important for marking passages in our texts.

Planner: This is an individual choice. You may use a digital planner and a paper one or only one or the other.   Whatever method you plan to use to organize your assignments and due dates is fine but you MUST HAVE ONE.   Again, Canvas is our interface so you will be able to do most things in Canvas, however you may also benefit from an overall planner that helps you stay on track in all your classes.

Optional: Does a notebook where you can doodle or draw while still listening help you to focus?   Get it! You don't want that to be a distraction or to keep you from interacting but if it is nice to draw while still attending to class and community then this might be helpful to you.
 Colored pencils? Markers?   White-out? Rulers?
It is very nice to have a well-stocked pencil case with a three-ring binder that has everything school related you may need!

Course Resources	Here is a link to resources that are helpful to students during this course: See Canvas	
Empowering Families		
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: Synergy and discussion	
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: Showcase assignments will be at the end of our major units. There may be smaller showcase assignments along the way. These might be an essay, oral presentation, group project or individual project . Showcase assignments will usually be on a rubric for various components of summative assessment.	
Student Role in Assessment	Students and I will partner to determine how they can demonstrate their abilities in the following ways: Individual conferencing	
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: Synergy	

	I will update student grades at the following frequency: As often as possible	
	I will communicate the following marks on a progress report: *Mark:* *Meaning of the mark: A blank in Synergy means I have not graded the assignment or it is missing but still fine to submit. A zero means I have completed all grading, the deadline is passed and the student has not submitted work.* *Progress reports will be P or NP*	
Final Report Card Grades	The following system is used to determine a student's grade at the end of the semester: A = 100 to 90 % B = 80 to 89% C = 79 to 70% D = 69 to 60% Below 60% is not passing	
Other Needed info (if applicable)		