



Syllabus: Practices & Policies

2021-2022	Franklin High School	
Section 1: Course Overview		
<i>Course Title</i>		
<i>Instructor Info</i>	Name: Fanny Ortega	Contact Info: fortega@pps.net
<i>Grade Level(s)</i>	11	
<i>Room # for class</i>	Room: M-235	
<i>Credit</i>	Type of credit: ELA	# of credits per semester: 0.5
<i>Prerequisites (if applicable)</i>	none	
<i>General Course Description</i>	<p>Women's Literature and Social Issues (English 5-6) is a course that will focus on literature, essays, and visual art by and/or about women. As we study these pieces throughout the year, we will examine women's place and role in our current society, toxic masculinity, gender expectations and identity by comparing and contrasting our collective experience with these pieces. We will also focus on looking at women's roles through varying cultural perspectives and defining our place in our respective communities. This class is meant to empower young adults to question the status quo as well as improve their ability to critically think, speak and write about the world around them.</p>	
Section 2: Welcome Statement & Course Connections		



<i>Personal Welcome</i>	I am looking forward to getting to know all of you this year. I have provided this syllabus for students as a guide for the course and to understand course expectations. It is my aim to inspire, support and challenge students to do their best. I am flexible, equitable and committed to working with ALL students in order to build positive relationships and encourage success. Feel free to email any questions that you may have, and I will respond in a timely manner.
<i>Course Highlights (topics, themes, areas of study)</i>	<ol style="list-style-type: none"> 1. Read a variety of works from a wide array of voices 2. Write to analyze author’s craft and literary devices 3. Write to develop engaging argumentation texts 4. Practice the writing process 5. Practice listening and speaking through discussion, group work, and presentations
<i>Course Connections to PPS Reimagined Vision</i>	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 critical thinking around texts and non-text media, they will collaborate in partners and small groups, and they will examine issues of justice through reading, writing, speaking, and listening.
Section 3: Student Learning	
<i>Prioritized Standards</i>	<p>The following standards will be explored in the course:</p> <ul style="list-style-type: none"> *Analyze, interpret, reflect, perform close reading activities, annotate, and discuss a variety of literature and art including: novels, poetry, short stories, nonfiction essays, documentaries and movies. (RL 4 and 6; RI 1 and 6) *Continue to practice academic writing skills in a variety of modes focusing on literary analysis and argumentative writing. (W 1 and 2) *Respectfully communicate ideas during class and small group discussions in order to express thoughts and demonstrate understanding of texts read. Present research material to class in order to inform and possibly persuade. (SL 1 and 4) *Commit to continued development and exploration in reading, writing and communication. (L2)



[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:

- Inquisitive Critical Thinkers with Deep Knowledge
- Powerful and Effective Communicators
- Positive, Confident, and Connected Sense of Self

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, etc*
- 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.



<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	<p>The following are not applicable in this course:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Career Related Learning Experience (CRLE) #1 <input type="checkbox"/> Career Related Learning Experience (CRLE) #2 <p style="text-align: center;"><i>-The experience(s) will be:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete a resume <input type="checkbox"/> Complete the My Plan Essay
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8/27 Work Section 4: Cultivating Culturally Sustaining Communities

<p>Tier 1 SEL Strategies</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"> ● Teacher shares a basic draft of norms and agreements. If needed, and as you begin to understand the separate class dynamics, the draft can be revised in order to address differing class dynamics.
<p><i>Shared Agreements</i></p>	<p>I will display our Agreements in the following locations:</p> <ul style="list-style-type: none"> ● Syllabus ● Canvas Home Page ● Displayed in classroom where visible
<p><i>Student’s Perspective & Needs</i></p>	<p>My plan for ongoing feedback through year on their effectiveness is:</p> <ul style="list-style-type: none"> ● Planned class meetings and surveys (on Fridays) to discuss and revise Shared Agreements as needed. <p>I will cultivate culturally sustaining relationships with students by:</p> <ul style="list-style-type: none"> ● Get to know students ● Examine personal biases ● Recognize and celebrate students’ languages and cultures ● Adapt policies, practices, and pedagogy ● Family and community involvement ● Respect their cultures



	<ul style="list-style-type: none"> ● Be mindful of intent vs impact
	<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"> ● email ● phone ● Canvas
<p><i>Empowering Students</i></p> 	<p>I will celebrate student successes in the following ways:</p> <ul style="list-style-type: none"> ● Positive feedback ● Displaying student work online or in the classroom ● Class celebrations
	<p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <ul style="list-style-type: none"> ● Regular check-ins ● Written input ● Formative assessments ● Student voice ● Exit tickets
	<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"> ● Authentic connection/compassion. Connection redirects more effectively. ● Remind them of expectations and or rules. ● Talk to student outside classroom or after class. ● Attempt to help the student understand their effect and role as an individual to the whole.



<p><i>Showcasing Student Assets</i></p> 	<p>I will provided opportunities for students to choose to share and showcase their work by:</p> <ul style="list-style-type: none"> ● Creating space in the classroom and on Canvas for students to share their work ● Inviting student voice in our daily check ins ● Embedding work to celebrate in our slideshows
<p>Section 5: Classroom Specific Procedures</p>	
<p><i>Safety issues and requirements (if applicable):</i></p>	<ul style="list-style-type: none"> ● Wear a mask at all times ● Maintain at least 3 feet of distance between peers and teacher when possible
<p><i>Coming & Going from class</i></p>	<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"> ● One student out with a pass at a time ● Return in a timely manner ● Maintain distance and wear mask when in the hallways
<p><i>Submitting Work</i></p>	<p>I will collect work from students in the following way:</p> <ul style="list-style-type: none"> ● Canvas ● Student will leave work on desk, and I will pick up work individually.
	<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"> ● Redirect to Canvas ● Meet during tutorial to support the student
<p><i>Returning Your Work</i></p>	<p>My plan to return student work is the following:</p> <ul style="list-style-type: none"> ● Timeline: weekly to two weeks ● What to look for on your returned work: Thorough feedback, both written and verbal ● Revision Opportunities: As needed until end of Unit
<p><i>Formatting Work (if applicable)</i></p>	<p>Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: MLA format for all essays</p>
<p><i>Attendance</i></p>	<p>If a student is absent, I can help them get caught up by:</p>



- Redirecting student to Canvas
- Inviting student to Tutorial
- If needed, setting up a time to see me after school

Section 6: Course Resources & Materials

<i>Materials Provided</i>	I will provided the following materials to students: <ul style="list-style-type: none"> ● Required texts
<i>Materials Needed</i>	Please have the following materials for this course: <ul style="list-style-type: none"> ● A 1" binder ● College-ruled loose leaf paper ● a folder that fits in binder ● pens or pencils ● highlighters <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>	Here is a link to resources that are helpful to students during this course: Class Canvas Page
<i>Empowering Families</i>	The following are resources available for families to assist and support students through the course: Canvas and Email

Section 7: Assessment of Progress and Achievement

<i>Formative Assessments</i>	As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways: <ul style="list-style-type: none"> ● Warm Ups and Exit Slips ● Informal Writing (Double Entry Diaries, Think Pair Shares, Etc.) ● Creative projects ● Small Group & Partner Work ● Discussions
<i>Summative Assessments</i>	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:



	<ul style="list-style-type: none"> • Discussions • Essays • Creative Projects
<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"> • 1:1 and Small Group Check-Ins
<p>Section 8: Grades Progress Report Cards & Final Report Cards</p>	
<i>Accessing Grades</i>	<p>Students & 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"> • Canvas • StudentVue
	<p>I will update student grades at the following frequency: Every 2 weeks</p>
<i>Progress Reports</i>	<p>I will communicate the following marks on a progress report:</p> <ul style="list-style-type: none"> • A , B, C, D, F OR P (passing) and NP (not passing)
<i>Final Report Card Grades</i>	<p>The following system is used to determine a student's grade at the end of the semester: 60% of a student's overall grade is based on their summative assessments while 40% of their grade is based on formative assessments. 10 point scale: A= 90 to 100% B= 80 to 89% C= 70 to 79% D= 60 to 69% F= 59% or below</p>
	<p>I use this system for the following reasons/each of these grade marks mean the following: Stated above</p>
<p>Other Needed info (if applicable)</p>	

