



## Syllabus: Practices & Policies

2021-2022

### Franklin High School

#### Section 1: Course Overview

<i>Course Title</i>	English 3-4
<i>Instructor Info</i>	Name: _____ Contact Info: _____
<i>Grade Level(s)</i>	10
<i>Room # for class</i>	Room: _____
<i>Credit</i>	Type of credit: ELA # 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.

#### Section 2: Welcome Statement & Course Connections

<i>Personal Welcome</i>	Hi! Welcome to English 3-4. I am so excited to read, write, and discuss alongside you this year.
<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 analyze author's craft and literary devices</li></ol>



	<ol style="list-style-type: none"> <li>4. Write to develop engaging expository texts</li> <li>5. Write to develop engaging argumentation texts</li> <li>6. Practice the writing process</li> <li>7. Practice listening and speaking through discussion, group work, and presentations</li> </ol>
<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 <b>justice</b> 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>RL 10.1 - Citing text evidence          RL 10.2 - Determine and analyze theme or central idea of a text          RL 10.4 - Analyze author’s craft          W 10.2 - Expository writing          W 10.1 - Argumentation writing          W 10. 5 - Practice the writing process          SL 10.1 - Speaking effectively in a range of discussions</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>  <i>Accommodations indicated by Individual Education Plans will be made in cooperation with students, special education teachers and parents.</i></p> <p><i>504 Plans:</i>  <i>Accommodations indicated by 504 Plans will be made in cooperation with students, counselors and parents.</i></p> <p><i>English Language Learners:</i>  <i>Strategies used in this class to address ELL needs will include, but are not limited to, the following:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Posting clearly defined objectives</li> </ul>



	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Emphasizing key vocabulary</i></li> <li><input type="checkbox"/> <i>Providing clear expectation of tasks, slower speech, increased wait time, etc</i></li> <li><input type="checkbox"/> <i>Scaffolding techniques like think-alouds to support student understanding</i></li> <li><input type="checkbox"/> <i>Allowing for frequent opportunities for student interaction (pair-shares, small and large group work)</i></li> <li><input type="checkbox"/> <i>Using activities that integrate reading, writing, speaking and listening</i></li> <li><input type="checkbox"/> <i>Providing regular feedback</i></li> </ul> <p><i>Talented &amp; Gifted:</i>  <i>Strategies used in this class to address TAG needs will include, but are not limited to, the following:</i>  <i>Challenge prompts, flexible grouping, independent based learning, honors option.</i></p>
--	---

<i>Personalized Learning Graduation Requirements (as applicable in this course):</i>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <i>Career-Related Learning Experience (CRLE) #1</i></li> <li><input checked="" type="checkbox"/> <i>Career-Related Learning Experience (CRLE) #2</i></li> <li style="padding-left: 20px;"><i>-The experience(s) will be:</i></li> <li><input checked="" type="checkbox"/> <i>Complete a resume</i></li> <li><input checked="" type="checkbox"/> <i>Complete the My Plan-Essay</i></li> </ul>
--	---

**Section 4: Cultivating Culturally Sustaining Communities**

<b>Tier 1 SEL Strategies</b>	Behavioral Expectations:
<b>Shared Agreements</b>	<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> <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>● Spend time in class creating norms, posting those norms, reviewing them daily and making amendments when needed.</li> <li>● We will begin with these, and add:</li> </ul>



	<ul style="list-style-type: none"> <li>○ Be present: phones off and away</li> <li>○ Follow the 3 W's</li> <li>○ Be prepared to collaborate and self reflect</li> <li>○ Step up, step aside (share your perspective, monitor air time)</li> <li>○ Hold space for multiple perspectives &amp; lived experiences</li> <li>○ Be patient and flexible</li> </ul>
	<p>I will display our Agreements in the following locations:</p> <ul style="list-style-type: none"> <li>● in our daily slideshows</li> <li>● on my Canvas page</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>● 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>● Recognize and celebrate 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>● Phone</li> <li>● Canvas</li> </ul>
<i>Empowering Students</i>	<p>I will celebrate student successes in the following ways:</p> <ul style="list-style-type: none"> <li>● Positive feedback</li> <li>● Displaying student work online or in the classroom</li> <li>● Positive phone calls to families/guardians</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>● 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>● Authentic connection/compassion. Connection redirects more effectively.</li> <li>● Remind them of expectations and or rules.</li> <li>● Talk to student outside classroom or after class.</li> <li>● Attempt to help the student understand their effect and role as an individual to the whole.</li> </ul>
<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"> <li>● Creating space in the classroom and on Canvas for students to share their work</li> <li>● Inviting student voice in our daily check ins</li> <li>● Embedding work to celebrate in our slideshows</li> </ul>
<p><b>Section 5: Classroom Specific Procedures</b></p>	
<p><i>Safety issues and requirements (if applicable):</i></p>	<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 when possible</li> </ul>
<p><i>Coming &amp; 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"> <li>● One student out with a pass at a time</li> <li>● Return in a timely manner</li> <li>● Maintain distance and wear mask when in the hallways</li> </ul>
<p><i>Submitting Work</i></p>	<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>• Redirect to Canvas</li> <li>• Meet during tutorial to support the student</li> </ul>
<i>Returning Your Work</i>	<p>My plan to return student work is the following:</p> <ul style="list-style-type: none"> <li>• Timeline: weekly to two weeks</li> <li>• What to look for on your returned work: Thorough feedback, both written and verbal</li> <li>• Revision Opportunities: As many as needed until end of Semester</li> </ul>
<i>Formatting Work (if applicable)</i>	<p>Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: MLA format for all essays</p>
<i>Attendance</i>	<p>If a student is absent, I can help them get caught up by: Canvas</p>

## Section 6: Course Resources & Materials

<i>Materials Provided</i>	<p>I will provided the following materials to students:</p> <ul style="list-style-type: none"> <li>• Required Texts</li> </ul>
<i>Materials Needed</i>	<p>Please have the following materials for this course:</p> <ul style="list-style-type: none"> <li>• Chromebook and Charger</li> <li>• Notebook &amp; writing utensil</li> <li>• Sticky notes</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>Here is a link to 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>• Canvas and Email</li> </ul>

## 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"> <li>● Warm Ups and Exit Slips</li> <li>● Informal Writing (Double Entry Diaries, Think Pair Shares, Etc.)</li> <li>● Creative projects</li> <li>● Small Group &amp; Partner Work</li> <li>● Discussions</li> </ul>
<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"> <li>● Discussions</li> <li>● Essays</li> <li>● Poetry and Personal Writing</li> <li>● Creative Projects</li> </ul>
<i>Student Role in Assessment</i>	Students and I will partner to determine how they can demonstrate their abilities in the following ways: <ul style="list-style-type: none"> <li>● 1:1 and Small Group Check-Ins</li> <li>● Peer and Self Assessment</li> </ul>
<b>Section 8: Grades</b> <b>Progress Report Cards &amp; Final Report Cards</b>	
<i>Accessing Grades</i>	Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester: <ul style="list-style-type: none"> <li>● Canvas</li> <li>● StudentVue</li> </ul>
	I will update student grades at the following frequency: Every two weeks
<i>Progress Reports</i>	I will communicate the following marks on a progress report: <ul style="list-style-type: none"> <li>● A, B, C, D, NP (not passing) or P (passing) and NP (not passing)</li> </ul>
<i>Final Report Card Grades</i>	The following system is used to determine a student's grade at the end of the semester:



	<p>70% of a student's overall grade is based on their summative assessments while 30% of their grade is based on formative assessments. Each assessment is graded using a standards based, 4 point rubric.</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>4 - Highly Proficient</li><li>3 - Proficient</li><li>2 - Close to Proficient</li><li>1 - No Evidence</li></ul>
<b>Other Needed info (if applicable)</b>	

