



## Syllabus: Practices & Policies

2021-2022		Franklin High School	
<b>Section 1: Course Overview</b>			
<i>Course Title</i>	English 3-8		
<i>Instructor Info</i>	Name: Ms. Allison Smith	Contact Info: allisonsmith@pps.net	
<i>Grade Level(s)</i>	10 - 12		
<i>Room # for class</i>	Room: M-238		
<i>Credit</i>	Type of credit: English credit	# of credits per semester: .5	
<i>Prerequisites</i>	English 1-2, and/or English 3-4, and/or English 5-6		
<i>General Course Description</i>	Students will use literature, essays, and film to develop language skills to understand and express themselves in written and spoken English. Students will practice building and enhancing their reading, writing, speaking, and listening skills through collaborative work with their classmates and independently. This course will focus on providing access to informational and literary texts for full comprehension, refining argumentative and informative writing skills, building upon current language and grammar knowledge, and conducting research.		
<b>Section 2: Welcome Statement &amp; Course Connections</b>			
<i>Personal Welcome</i>	Welcome to English! My name is Ms. Smith, and I am looking forward to getting to know you and working with each of you this semester.		



<p><i>Course Highlights</i> (topics, themes, areas of study)</p>	<ul style="list-style-type: none"> <li>● Exploration of themes in literature</li> <li>● Argumentative writing</li> <li>● Collaborative projects and discussions</li> <li>● Research skills</li> <li>● Targeted English practice (reading, writing, speaking, and listening) with the use of short stories, film clips, poems, essays, and songs.</li> <li>● Opportunities to consider and reflect upon future learning plans (post-graduation plans)</li> </ul>
<p><i>Course Connections to <a href="#">PPS Relimagined Vision</a></i></p>	<p>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.”</p>

## Section 3: Student Learning

<p><i>Prioritized Standards</i></p>	<p>The following standards will be explored in the course:</p> <p style="text-align: center;">English Language Proficiency (ELP) Target Standards</p> <p>ELP 1: An ELL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p>ELP 2: An ELL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p> <p>ELP 3: An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.</p> <p>ELP 4: An ELL can construct grade appropriate oral and written claims and support them with reasoning and evidence.</p> <p>ELP 5: An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.</p> <p>ELP 7: An ELL can adapt language choices to purpose, task, and audience when speaking and writing.</p> <p>ELP 9: An ELL can create clear and coherent grade appropriate speech and text.</p> <p>ELP 10: An ELL can make accurate use of standard English to communicate in grade appropriate speech and writing.</p> <p style="text-align: center;">English Language Arts (ELA) Target Standards</p> <p>Reading: Informational: RI.10.1/RI.11.1/RI.12.1: Cite Text Evidence</p> <p>Reading: Literature: RL.10.2/RL.11.2/RL.12.2: Determine and Analyze Theme</p> <p>Writing: W.10.1/W.11.1/W.12.1: Argumentation</p> <p>Writing: W.10.2/W.11.2/W.12.2: Informative/Explanatory</p> <p>Speaking &amp; Listening: SL.10.1/SL.11.1/SL.12.1: Collaborative Discussions</p> <p>Language: L.10.1/L.11.1/L.12.1: Grammar &amp; Usage</p>
-------------------------------------	--



	<p>Language: L.10.2/L.11.2/L.12.2: Capitalization, Punctuation, and Spelling          Research: W.10.8/W.11.8/W.12.8: Research</p>
<p><a href="#">PPS Graduate Portrait Connections</a></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>● Inclusive and collaborative problem solvers</li> <li>● Inquisitive critical thinkers with deep core knowledge</li> <li>● Resilient and adaptable lifelong learners</li> <li>● Positive, confident, and connected sense of self</li> <li>● Reflective, empathetic, and empowering graduates</li> <li>● Optimistic, future-oriented graduates</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><b>Special Education:</b></p> <ul style="list-style-type: none"> <li>● <i>Access to audio recordings instead of/in addition to written texts</i></li> <li>● <i>Hear instructions read aloud</i></li> <li>● <i>Frequent checks for understanding</i></li> <li>● <i>Use of visual supports</i></li> <li>● <i>Take test in a smaller setting</i></li> </ul> <p><b>English Language Learners: (<a href="#">PPS ESL Local Plan</a>)</b></p> <ul style="list-style-type: none"> <li>● <i>Use of graphic organizers</i></li> <li>● <i>Visual supports</i></li> <li>● <i>Cooperative learning</i></li> <li>● <i>EA assistance</i></li> <li>● <i>Extension activities</i></li> <li>● <i>First-language support when useful and possible</i></li> <li>● <i>Individualized instruction</i></li> </ul> <p><b>Talented &amp; Gifted: (<a href="#">Franklin High School TAG Plan</a>)</b></p> <ul style="list-style-type: none"> <li>● <i>Utilizing pre and post assessment information to guide instructional strategies and to select supplemental curriculum/materials</i></li> <li>● <i>Flexible grouping to maximize students' strengths</i></li> <li>● <i>Tiered lessons to give students the opportunity to learn the same concept or skill using different tasks that best suit the learner</i></li> <li>● <i>Independent projects</i></li> </ul> <p><b>504 Plans:</b></p>



	<ul style="list-style-type: none"> <li>• <i>Preferential seating</i></li> <li>• <i>Verbal, visual, or technology aids</i></li> <li>• <i>Modified textbooks or audio-video materials</i></li> <li>• <i>Behavior management support</i></li> </ul>
<i>Personalized Learning Graduation Requirements (as applicable in this course):</i>	<input type="checkbox"/> Career Related Learning Experience (CRLE) #1 <input type="checkbox"/> Career Related Learning Experience (CRLE) #2 <i>-The experience(s) will be:</i> <input type="checkbox"/> Complete a resume <input type="checkbox"/> Complete the My Plan Essay
<h3>Section 4: Cultivating Culturally Sustaining Communities</h3>	
<b>Tier 1 SEL Strategies</b>	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):
<i>Shared Agreements</i>	<ul style="list-style-type: none"> <li>• Allow for collaborative creation and individual reflection</li> <li>• Provide linguistic and/or SPED supports</li> <li>• Provide multiple modalities for idea expression (written, oral, image, etc.)</li> </ul>
	I will display our Agreements in the following locations: <ul style="list-style-type: none"> <li>• The Agreements will be displayed on Canvas</li> </ul>
	My plan for ongoing feedback through year on their effectiveness is: <ul style="list-style-type: none"> <li>• Regular and timely feedback on assignments (individual, group, and whole class)</li> <li>• One-on-one student/teacher check-ins</li> </ul>
<i>Student’s Perspective &amp; Needs</i>	I will cultivate culturally sustaining relationships with students by: <ul style="list-style-type: none"> <li>• Host regular community building opportunities</li> <li>• Embed social-emotional supports in lessons</li> <li>• Check in with students individually and as a whole class community</li> <li>• Be an active facilitator when it comes to solving conflicts that may arise</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>● Please email me at <a href="mailto:allisonsmith@pps.net">allisonsmith@pps.net</a>. I am happy to speak with you via email, on the phone, or in person if you prefer.</li> <li>● Interpreters are available as needed/requested</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 calls home</li> <li>● Class “shout outs” (Recognition of student successes) <ul style="list-style-type: none"> <li>○ In person</li> <li>○ Digital</li> </ul> </li> </ul>
	<p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <ul style="list-style-type: none"> <li>● Quarterly anonymous student surveys</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>● I will talk to the student privately <ul style="list-style-type: none"> <li>○ This may mean that I talk to the student after a “cool down” period. (later in the day or next class, for example)</li> </ul> </li> <li>● If class agreements aren’t maintained by a group of students, I will make every effort to work with those students to discuss concerns, understand their perspectives, and make adjustments.</li> </ul>
<i>Showcasing Student Assets</i>	<p>I will provided opportunities for students to choose to share and showcase their work by:</p> <ul style="list-style-type: none"> <li>● Sharing with the class</li> <li>● Posting their work in the classroom</li> <li>● Publishing their work on our class Canvas page</li> </ul>

**Section 5: Classroom Specific Procedures**

<i>Safety issues and requirements (if applicable):</i>	<ul style="list-style-type: none"> <li>● Students are not allowed to eat in classrooms (You may drink water.)</li> <li>● A seating chart will be used for contact tracing purposes. Students are required to follow the seating chart.</li> </ul>
<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>● Ask to be excused to the restroom/drinking fountain etc. <ul style="list-style-type: none"> <li>○ You will be given a paper hallway pass</li> </ul> </li> <li>● One student out at a time</li> </ul>



<b>Submitting Work</b>	I will collect work from students in the following way: <ul style="list-style-type: none"> <li>• All student work will be turned in on 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>• Please attend Tutorial, and we can work together on missing assignments.</li> </ul>
<b>Returning Your Work</b>	My plan to return student work is the following: <i>Timeline: 1 week</i> <i>What to look for on your returned work: Please look for feedback in the form of written or oral comments.</i> <i>Revision Opportunities: Students may redo any assignments as long as it is within the current grading period.</i>
<b>Formatting Work (if applicable)</b>	Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: <ul style="list-style-type: none"> <li>• There aren't specific formatting instructions that will apply to all assignments</li> <li>• Formatting instructions will be provided for each assignment as needed</li> </ul>
<b>Attendance</b>	If a student is absent, I can help them get caught up by: <ul style="list-style-type: none"> <li>• Please attend Tutorial so that I can help you get caught up by outlining any missing assignments and helping you get started on missing work.</li> </ul>

## Section 6: Course Resources & Materials

<b>Materials Provided</b>	I will provide the following materials to students: <ul style="list-style-type: none"> <li>• All material will be provided to students on Canvas. This will include: <ul style="list-style-type: none"> <li>○ Lessons</li> <li>○ Handouts</li> <li>○ Resources</li> <li>○ Assignments</li> <li>○ Graphic Organizers</li> </ul> </li> </ul>
<b>Materials Needed</b>	Please have the following materials for this course: <ul style="list-style-type: none"> <li>• PPS-provided computer (Chromebook)</li> <li>• Paper</li> <li>• Pen/Pencil</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>
<b>Course Resources</b>	Here is a link to resources that are helpful to students during this course: <ul style="list-style-type: none"> <li>• <a href="#">CommonLit</a></li> </ul>



	<ul style="list-style-type: none"> <li>• <a href="#">Nearpod</a></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="#">Oregon Department of Education English Learner Initiatives</a></li> <li>• <a href="#">Portland Public Schools English as a Second Language (ESL)</a></li> <li>• <a href="#">Language Access</a></li> <li>• <a href="#">FHS Resource Center</a></li> </ul>
<h2>Section 7: Assessment of Progress and Achievement</h2>	
<i>Formative Assessments (Classwork)</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>• Individual feedback (Comments and one-on-one conversations)</li> <li>• Group feedback (Comments and/or small group debrief)</li> <li>• Whole class (Global feedback provided as mini-lessons)</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>• Writing samples (summary paragraphs, essays)</li> <li>• Speaking opportunities (Short responses, small group/whole class shares and/or presentations)</li> <li>• Listening practice (Listen and respond activities)</li> <li>• Reading assignments (Reading comprehension assessments)</li> <li>• Group projects (Collaborative group 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>• All summative assessments require that students submit a self-graded rubric. It is important that students understand how they are graded, what they are being asked to do, and that they have the opportunity to honestly reflect on each target standard assessed.</li> </ul>
<h2>Section 8: Grades</h2> <h3>Progress Report Cards &amp; Final Report Cards</h3>	
<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 each week</li> </ul>



<p><i>Progress Reports</i></p>	<p>I will communicate the following marks on a progress report:  <i>Mark: A - F</i>  <i>Meaning of the mark:</i>  <i>A: 100% - 90%</i>  <i>B: 89% - 80%</i>  <i>C: 79% - 70%</i>  <i>D: 69% - 60%</i>  <i>F: 59% - 0%</i></p>
<p><i>Final Report Card Grades</i></p>	<p>The following system is used to determine a student's grade at the end of the semester:  Students are graded in the following two areas:</p> <ul style="list-style-type: none"> <li>● Summative - Final projects (50% of grade)</li> <li>● Classwork (Formative) - Day-to-Day learning opportunities (50% of grade)</li> </ul> <hr/> <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>● To provide students multiple opportunities to practice and apply the skills needed to successfully pass the course.</li> </ul>

