





## Syllabus: Practices & Policies

2021-2022		Franklin High School	
<b>Section 1: Course Overview</b>			
<i>Course Title</i>	AP Literature and Composition		
<i>Instructor Info</i>	Name: Jordan Souza	Contact Info: jsouza@pps.net	
<i>Grade Level(s)</i>	12		
<i>Room # for class</i>	Room: M218		
<i>Credit</i>	Type of credit: English	# of credits per semester: 1	
<i>Prerequisites (if applicable)</i>	Having completed English 1-2, 3-4, and 5-6		
<i>General Course Description</i>	AP Literature and Composition is designed as a college level course. Like a college English class, we will continually engage in discussion and writing. Our goal is to delve deep into literature, listening to an array of voices, especially the voices of writers whose stories have been silenced. This class is not easy but if you fully commit, you will become confident in reading closely and making complex interpretations.		
<b>Section 2: Welcome Statement &amp; Course Connections</b>			
<i>Personal Welcome</i>	My name is Jordan Souza and I am so excited to dig deep into literature with you this year through speaking, writing, and listening.		
<i>Course Highlights (topics, themes, areas of study)</i>	The Big Ideas of this course can be boiled down to <i>Character, Setting, Structure, Narration, Figurative Language, and Literary Argumentation</i> . For each of those big ideas, there is an enduring understanding and a		



	web of skills. For a very thorough understanding of how these Big Ideas lead to Enduring Understandings and how those translate to Skills, please see <a href="#">HERE</a> .
<p><i>Course Connections to <a href="#">PPS Reimagined Vision</a></i></p>	<p>This course aims to strengthen students in becoming...</p> <ul style="list-style-type: none"> <li>● Inquisitive Critical Thinkers with Deep Core Knowledge</li> <li>● Powerful and Effective Communicators</li> <li>● Resilient and Adaptable Lifelong Learners</li> </ul>
<h3>Section 3: Student Learning</h3>	
<p><i>Prioritized Standards</i></p>	<p>The following standards will be explored in the course:</p> <p><b>RL.12.2</b> 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.</p> <p><b>RL.12.5</b> Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><b>RL.12.6</b> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p><b>RI.12.1</b> 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.</p> <p><b>RI.12.5</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><b>W.12.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>
<p><a href="#">PPS Graduate Portrait Connections</a></p>  <p>8/27 Work</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>● Focus on <b>Inquisitive Critical Thinking</b> by focusing on a method of inquiry through Socratic Seminar to establish a <b>deep core knowledge</b> of our subject matter</li> <li>● Equip students with practical reading, writing, speaking, and listening tools to help them become <b>powerful and effective communicators</b></li> <li>● Create rigorous lessons within a supportive community so that students can become <b>resilient and adaptable lifelong learners</b></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> Accommodations indicated by Individual Education Plans and 504 plans will be made in cooperation with students, special education teachers, and parents/guardians. Some standard accommodations include, but are not limited to, use of available technology, additional scaffolding, and extended time to write.</p> <p><i>504 Plans:</i></p> <p><i>English Language Learners:</i> Strategies used in this class to address the needs of students receiving English Language Development services</p> <p>Include:</p> <ul style="list-style-type: none"> <li>○ Posting clearly defined language and content learning targets</li> <li>○ Emphasizing key vocabulary using visuals and total physical response</li> <li>○ Using a variety of techniques to make language comprehensible (clear explanation of tasks, slower speech, increased wait time for student responses, gestures)</li> <li>○ Providing frequent opportunities for student interaction (pair-shares, small and large group work)</li> <li>○ Using activities that integrate reading, writing, speaking, and listening</li> <li>○ Providing regular feedback</li> </ul> <p><i>Talented &amp; Gifted:</i> AP English Literature and Composition is designed as a college-level course that lends itself mostly to challenging extensions for the gifted or highly capable student. Assignments and activities are designed to allow students to work to and beyond their ability, if so desired, and include reader responses, dialogue journals, levels of questioning, text annotation, open-ended writing prompts, flexible grouping, and Socratic seminar.</p>
<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	<p>N/A</p>
<div style="display: flex; align-items: center;">  <div> <p><b>8/27 Work</b></p> <p><b>Section 4: Cultivating Culturally Sustaining Communities</b></p> </div> </div>	
<p><b>Tier 1 SEL Strategies</b></p>	



*Shared Agreements*



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):

At Franklin High School, in addition to following all school rules, we expect staff and students to:

**S**trive to be...

**T**houghtful--We put time and effort into our work

**R**espectful--We respect the diverse learning needs of our peers

**O**rganized--We are present and on time to class

**N**eighborly--We greet others and interact positively

**G**enerous--We share our resources with each other

I will display our Agreements in the following locations:

Classroom wall and Canvas Page

My plan for ongoing feedback through year on their effectiveness is:

- Regular check-ins both one on one, whole class, and in small groups
- Student surveys
- Written input
- Formative assessments
- Student voice
- Exit tickets



*Student’s Perspective & Needs*



I will cultivate culturally sustaining relationships with students by:

- Get to know students
- Examine personal biases
- Elevate students’ languages and cultures
- Adapt policies, practices, and pedagogy
- Family and community involvement
- Respect their cultures
- 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> <p>Email - <a href="mailto:jsoua@pps.net">jsoua@pps.net</a>  Phone - 805 722 4007</p>
<p><i>Empowering Students</i></p> 	<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>● Positive phone calls to families/guardians</li> <li>● Class 'parties' and celebrations</li> </ul> <p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <p>Anonymous surveys and exit slips as well as inviting frequent feedback</p> <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 misbehaved student outside 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>
<p><i>Showcasing Student Assets</i></p> 	<p>I will provided opportunities for students to choose to share and showcase their work by:</p> <p>Prioritizing student-led discussions and presentations and other opportunities to publish.</p>



## Section 5: Classroom Specific Procedures

<i>Safety issues and requirements (if applicable):</i>	Follow all school protocols regarding Covid-19
<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>● 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>
<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: Extended time</p> <ul style="list-style-type: none"> <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> <ul style="list-style-type: none"> <li>● <i>Timeline: Within a week</i></li> <li>● <i>What to look for on your returned work: Thorough written or verbal feedback</i></li> <li>● <i>Revision Opportunities: As many as needed until the end of the grading period</i></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: MLA format for all essays
<i>Attendance</i>	If a student is absent, I can help them get caught up by: Keeping Canvas up to date with daily work

## Section 6: Course Resources & Materials

<i>Materials Provided</i>	I will provided the following materials to students:
<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> </ul>



	<ul style="list-style-type: none"> <li>• Notebook</li> <li>• Writing utensil</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>
Course Resources	Here is a link to resources that are helpful to students during this course: <a href="#">High school supplies list</a>
Empowering Families	<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="#">PPS Chromebook &amp; Wifi Support Page</a></li> <li>• Canvas</li> <li>• StudentVue / ParentVue</li> </ul>
<h2>Section 7: Assessment of Progress and Achievement</h2>	
Formative Assessments	As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways: Informal Essays and Discussions
Summative Assessments	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: Essays, Projects, and Discussions
Student Role in Assessment	<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 and Peer Evaluation</li> <li>• 1:1 and small group check ins</li> <li>• Tutorial Check Ins</li> </ul>
<h2>Section 8: Grades Progress Report Cards &amp; Final Report Cards</h2>	
Accessing Grades	<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>• Canvas and StudentVue</li> </ul>



	I will update student grades at the following frequency: Every week
<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, F and, in rare cases, P or NP</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: Essays & Major Projects = 80% of overall grade Discussions = 20% of overall grade
	I use this system for the following reasons/each of these grade marks mean the following: <ul style="list-style-type: none"> <li>• All <b>Essays</b> are graded using the AP Literature and Composition Essay Exam Rubrics to best prepare students for the exam. Here is a <a href="#">visual</a> representing this scoring method.</li> <li>• All <b>Discussions</b> are graded using a rubric that is aligned with the Speaking and Listening common core state standards for 12th grade English.</li> </ul>
<b>Other Needed info (if applicable)</b>	

