Syllabus: Practices & Policies

2021-2022	Franklin High School

Section 1: Course Overview

Course Title	CCE/AVID 9
Instructor Info	Name: Dana Vinger Contact Info: dvinger2@pps.net / 503-916-5140 x 84405
Grade Level(s)	9th
Room # for class	Room: M-233
Credit	Type of credit: CTE (CCE) or Elective (AVID 9) # of credits per semester: 0.5
Prerequisites (if applicable)	None
General Course Description	College & Career Education is a year-long course that acts as a bridge between middle school, high school, and the world after graduation. This course will equip students with the skills and experiences required for them to make a successful start at Franklin High School.

Section 2: Welcome Statement & Course Connections

Personal Welcome	Welcome to 9th grade!
Course Highlights (topics, themes, areas of study)	In CCE/AVID 9, students will apply academic skills, use a variety of digital communication tools, and reflect on their strengths and interests. In addition, the course provides an opportunity for 9th grade students to be a part of a community that emphasizes positive peer relationships and feeling connected with their school. Students in 9th Grade Seminar will develop important social and emotional skills, including recognizing other

	perspectives, exploring identities, and engaging in issues around social justice, race, and equity. This course will also investigate the world after graduation. Students will explore college and career opportunities based on personal interests and goals, and will be exposed to elements of personal finance. By the end of the course, students will have a deeper understanding of their abilities, be better equipped to navigate high school and see a clear pathway toward their bright future.
Course Connections to PPS ReImagined Vision	CCE/AVID 9 will support students with becoming inclusive and collaborative problem solvers, inquisitive critical thinkers with deep core knowledge, resilient and adaptable lifelong learners, transformative racial equity leaders, influential and informed global stewards, and develop a positive, confident, and connected sense of self.

Section 3: Student Learning

Prioritized Standards	The following standards will be explored in the course: **PERSONAL MANAGEMENT** *Exhibit appropriate work ethic and behaviors in school, community, and workplace.* ❏ Identify tasks that need to be done and initiate action to complete the tasks. ❏ Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality. ❏ Take responsibility for decisions and actions and anticipate consequences of decisions and actions. ❏ Maintain regular attendance and be on time. ❏ Maintain appropriate interactions with colleagues. **PROBLEM SOLVING** *Apply decision-making and problem-solving techniques in school, community, and workplace.* ❏ Identify problems and locate information that may lead to solutions. ❏ Identify alternatives to solve problems. ❏ Assess the consequences of the alternatives. ❏ Select and explain a proposed solution and course of action. ❏ Develop a plan to implement the selected course of action. ❏ Assess results and take corrective action. **COMMUNICATION**

Demonstrate effective communication skills to give and receive information in school, community, and workplace.

- ❏ Locate, process, and convey information using traditional and technological tools.
- ❏ Listen attentively and summarize key elements of verbal and non-verbal communication.
- ❏ Give and receive feedback in a positive manner.
- ❏ Read technical/instructional materials for information and apply to specific tasks.
- ❏ Write instructions, technical reports, and business communications clearly and accurately.
- ❏ Speak clearly, accurately, and in a manner appropriate for the intended audience when giving oral instructions, technical reports, and business communications.

TEAMWORK

Demonstrate effective teamwork in school, community, and workplace.

- ❏ Identify different types of teams and roles within each type of team
- ❏ Describe why a role/job/part is important to effective teamwork.
- ❏ Demonstrate skills that improve team effectiveness (e.g., negotiation, compromise, consensus building, conflict management, shared decision-making and goal-setting).

EMPLOYMENT FOUNDATIONS

Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.

- ❏ Apply academic knowledge and technical skills in a career context.
- ❏ Select, apply, and maintain tools and technologies appropriate for the workplace.
- ❏ Identify parts of organizations and systems and how they fit together.
- ❏ Describe how work moves through a system.
- ❏ Describe the changing nature of work, workplaces, and work processes on individuals, organizations, and systems.
- ❏ Demonstrate dress, appearance, and personal hygiene appropriate for the work environment and situation. Explain and follow health and safety practices in the work environment.
- ❏ Explain and follow regulatory requirements, security procedures, and ethical practices.

CAREER DEVELOPMENT

Demonstrate career development skills in planning for post high school experiences.

- ❏ Assess personal characteristics related to educational and career goals.
- ❏ Research and analyze career and educational information.

	❏ Develop and discuss a current plan designed to achieve personal, educational, and career goals. ❏ Monitor and evaluate educational and career goals.
PPS Graduate Portrait Connections	I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait: CCE/AVID 9 will support students with becoming inclusive and collaborative problem solvers, inquisitive critical thinkers with deep core knowledge, resilient and adaptable lifelong learners, transformative racial equity leaders, influential and informed global stewards, and develop a 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:* • *Differentiated assignments* • *Scaffolded tasks* • *Student choice* • *Extended time (if needed)* • *Chunked assignments* • *Multiple learning modalities* • *Access prior knowledge* *504 Plans:* • *Preferential seating* • *Differentiated assignments* • *Scaffolded tasks* • *Student choice* • *Extended time (if needed)* • *Chunked assignments* • *Multiple learning modalities* • *Access prior knowledge* *English Language Learners:* • *Sheltered instruction (SIOP) strategies* • *Differentiated assignments* • *Scaffolded tasks* • *Student choice* • *Extended time (if needed)* • *Chunked assignments*

	- *Multiple learning modalities* - *Access prior knowledge* *Talented & Gifted:* - *Extension activities* - *Student choice* - *Acceleration* - *Students teach/help others*
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: Career Research Project ☑ ~~Complete a resume~~ ☐ Complete the My Plan Essay

Section 4: Cultivating Culturally Sustaining Communities

Tier 1 SEL Strategies *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): - Gather student voice and input - Share student stories - Display student work - Incorporate voice, art, music into the classroom - Classroom norms created by students
	I will display our Agreements in the following locations: - Classroom wall/whiteboard

	My plan for ongoing feedback through year on their effectiveness is: ● Student surveys ● Grades/assignment completion data
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
	Families can communicate what they know of their student's needs with me in the following ways: ● Email ● Canvas ● Phone (Remind App) ● Back to School Night ● Conferences
Empowering Students	I will celebrate student successes in the following ways: ● Praise/positive feedback ● Displaying student work online or in the classroom ● Positive phone calls to families/guardians ● Class 'parties' and celebrations
	I will solicit student feedback on my pedagogy, policies and practices by: ● Regular check-ins ● Student surveys ● Student Cafes ● Restorative justice circles ● Written input ● Formative assessments ● Student voice ● Exit tickets

	When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways: ● Non-shaming and avoidance of power struggles…"Let Go of the Rope." ● Authentic connection/compassion. Connection redirects more effectively. ● Remind them of expectations and or rules ● Talk to misbehaved student outside the classroom or after class. ● I typically will pull a student outside and talk to them one on one about how they are being disruptive, disrespectful, etc. ● Attempt to help the student understand their effect and role as an individual to the whole.
Showcasing Student Assets	I will provided opportunities for students to choose to share and showcase their work by: ● Praise/positive feedback ● Displaying student work online or in the classroom ● Positive phone calls to families/guardians ● Class 'parties' and celebrations

Section 5: Classroom Specific Procedures

Safety issues and requirements (if applicable):	● Wear a mask at all times ● Maintain at least 3 feet of distance between peers and teacher ● No racist, sexist, homophopic language of any kind
Coming & Going from class	I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class:
Submitting Work	I will collect work from students in the following way: ● Canvas ● Email ● Paper copy
	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 ● Canvas

	● Invitation to tutorial

Returning Your Work	My plan to return student work is the following:
	Timeline:
	   ● Within 1 week
	What to look for on your returned work:
	   ● Written feedback
	   ● Praise
	   ● Clear directions for improvements
	Revision Opportunities:
	   ● As many as needed - attending tutorial strongly encourage

Formatting Work *(if applicable)*	Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: ● None

Attendance	If a student is absent, I can help them get caught up by:
	   ● Email
	   ● Canvas
	   ● Tutorial

Section 6: Course Resources & Materials	

Materials Provided	I will provided the following materials to students:
	   ● 2021/22 academic planner
	   ● Paper
	   ● Pens
	   ● Markers & art supplies

Materials Needed	Please have the following materials for this course:
	   ● Student chromebook
	   ● Pen/pencil
	   ● A notebook that can be used for both English and CCE (8.5 x 11 in size, 100 page minimum)
	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.

Course Resources	Here is a link to resources that are helpful to students during this course: ● High school supplies list

Empowering Families	The following are resources available for families to assist and support students through the course: ● PPS Chromebook & Wifi Support Page ● 2021/22 academic planner ● Canvas
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: ● Grades ● Formative assessments ● Verbal feedback/praise ● Email communication ● Written feedback ● Scores and comments on Canvas assignments
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: ● Project based learning ● Text based discussions ● Research projects ● Presentations ● Writing in multiple styles ● Art, music, performance ● Collaborative projects
Student Role in Assessment	Students and I will partner to determine how they can demonstrate their abilities in the following ways: ● Self-assessments ● Tutorial check-ins ● Student cafes ● Student surveys
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: ● ParentVUE/StudentVUE
	I will update student grades at the following frequency: ● Once per week
Progress Reports	I will communicate the following marks on a progress report: *Mark:* ● *A = Extremely Proficient* ● *B = Proficient* ● *C = Developing Proficiency* ● *D = Emerging Proficiency*
Final Report Card Grades	The following system is used to determine a student's grade at the end of the semester: A (100 - 90%) B (89.99 - 80%) C (79.99 - 70%) D (69.99 - 50%)
	I use this system for the following reasons/each of these grade marks mean the following: ● *A = Extremely Proficient* ● *B = Proficient* ● *C = Developing Proficiency* ● *D = Emerging Proficiency*
Other Needed info (if applicable)	