



Syllabus: Practices & Policies

2021-2022		Franklin High School	
Section 1: Course Overview			
<i>Course Title</i>	English 3-4		
<i>Instructor Info</i>	Name: Elisa Wong	Contact Info: ewong@pps.net or Remind or Canvas	
<i>Grade Level(s)</i>	10		
<i>Room # for class</i>	Room: M-223		
<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>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.</p> <p>Sophomore language arts students develop an appreciation for and understanding about ideas and experiences from around the world. Through the lens of cultural encounters, students read a balance of contemporary and classic works—short stories, essays, novels, poetry, nonfiction, drama, and non-print media—that encourages examination of multiple points-of-view. Students work to become effective writers, critical thinkers, attentive readers, and engaging presenters.</p>		
Section 2: Welcome Statement & Course Connections			



	Hi! Welcome to English 3-4. I am so excited to read, write, and discuss alongside you this year.
<p><i>Course Highlights</i> (topics, themes, areas of study)</p>	<p>Units of Study:</p> <ol style="list-style-type: none"> 1. Short Stories (Cultures in Conflict, Fitting In) - “The Wretched and the Beautiful” by E. Lily Yu, “Invierno” by Junot Diaz, “Apollo” by Chimamanda Ngozi Adichie 2. Voices of Rebellion - <i>Persepolis</i> by Marjane Satrapi 3. Evaluating Portrayals of War, Tragedy, and the Holocaust - <i>Maus</i> by Art Spiegelman, <i>Night</i> (excerpts) by Elie Wiesel, <i>Life is Beautiful</i> (film) - optional 4. Identity, Language, and Growing Up Under Apartheid - <i>Born a Crime</i> by Trevor Noah 5. HONORS OPTION UNIT: Coming of Age, Education, Censorship, and the Chinese Cultural Revolution - <i>Balzac and the Little Chinese Seamstress</i> by Dai Sijie <p>Throughout the year, students will:</p> <ol style="list-style-type: none"> 1. Read a variety of works about identity from a wide array of voices 2. Write to explore theme and character 3. Write to analyze author’s craft and literary devices 4. Write to develop engaging expository texts 5. Write to develop engaging argumentation texts 6. Practice the writing process 7. Practice listening and speaking through discussion, group work, and presentations
<p><i>Course Connections to PPS Reimagined Vision</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 3-4, 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.</p>
<h2>Section 3: Student Learning</h2>	
<p><i>Prioritized Standards</i></p>	<p>The following Prioritized National and State Standards will be explored in the course:</p> <p>RL 10.1 - Citing text evidence</p> <p>RL 10.2 - Determine and analyze theme or central idea of a text</p>



	<p>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><u>PPS Graduate Portrait Connections</u></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"> <input type="checkbox"/> Inquisitive Critical Thinkers with Deep Knowledge <input type="checkbox"/> Powerful and Effective Communicators <input type="checkbox"/> Positive, Confident, and Connected Sense of Self
<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"> <input type="checkbox"/> Posting clearly defined objectives <input type="checkbox"/> Emphasizing key vocabulary <input type="checkbox"/> Providing clear expectation of tasks, slower speech, increased wait time, etc <input type="checkbox"/> Scaffolding techniques like think-alouds to support student understanding <input type="checkbox"/> Allowing for frequent opportunities for student interaction (pair-shares, small and large group work) <input type="checkbox"/> Using activities that integrate reading, writing, speaking and listening <input type="checkbox"/> Providing regular feedback <p><i>Talented & 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>
<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	<p>N/A</p>



Section 4: Cultivating Culturally Sustaining Communities

Tier 1 SEL Strategies	Behavioral Expectations:
Shared Agreements	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 facilitate the creation of our Shared Agreements that respects and celebrates each student's race, ability, language, and gender in the following way(s): <ul style="list-style-type: none"> ● Spend time in class establishing norms, posting those norms, reviewing them daily and making amendments when needed. ● We will begin with these, and add as a class: <ul style="list-style-type: none"> ○ Be present: phones off and away ○ Follow the 3 W's ○ Be prepared to collaborate and self reflect ○ Step up, step aside (share your perspective, monitor air time) ○ Hold space for multiple perspectives & lived experiences ○ Be patient and flexible
	I will display our Agreements in the following locations: <ul style="list-style-type: none"> ● in our daily slideshows ● on my Canvas page
	My plan for ongoing feedback through year on their effectiveness is: <ul style="list-style-type: none"> ● Student surveys ● Grades/assignment completion data
Student's Perspective & Needs	I will cultivate culturally sustaining relationships with students by: <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



	<ul style="list-style-type: none"> ● Family and community involvement ● Respect their cultures ● Be mindful of intent vs impact
<i>Empowering Students</i>	<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 ● Remind ● Canvas <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 (if possible) <p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <ul style="list-style-type: none"> ● Regular check-ins ● Student surveys ● Written input ● Formative assessments ● 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"> ● Nonverbal redirection, such as lightly tapping on the desk ● Talk to student (privately). <ul style="list-style-type: none"> ○ Reminder of expectations and or rules (quietly). ○ Talk outside classroom or after class. ● Call/email home to parent/guardian ● Conference with student, school support team, administrators, and parent/guardian
<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"> ● Creating space in the classroom and on Canvas for students to share their work ● Inviting student voice in our daily check ins
<h2>Section 5: Classroom Specific Procedures</h2>	
<i>Safety issues and requirements (if applicable):</i>	<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
<i>Coming & Going from class</i>	<p>I understand the importance of students taking care of their needs. Please use the following guidelines when</p>



	<p>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
<i>Submitting Work</i>	<p>I will collect work from students in the following way:</p> <ul style="list-style-type: none"> • Paper and Notebook Work • Canvas
	<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 or by appointment to support the student
<i>Returning Your Work</i>	<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: Summative Assessments - Thorough feedback, both written and verbal; Formative Assessments - points or percentage score representing levels of completion or proficiency (60% - 100%) • Revision Opportunities: Students may revise most, if not all, low-scoring Summative Assignments (and some bigger Formative Assessments to improve writing, show proficiency, and earn a higher score.
<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 or meeting during Tutorial</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"> • Required Texts
<i>Materials Needed</i>	<p>Please have the following materials for this course:</p> <ul style="list-style-type: none"> • Chromebook and Charger • Spiral Notebook & writing utensil • Sticky notes and 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>	<p>Here is a link to resources that are helpful to students during this course:</p> <ul style="list-style-type: none"> • Class Canvas Page



<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"> ● Canvas and Email
<h2>Section 7: Assessment of Progress and Achievement</h2>	
<i>Formative Assessments</i>	<p>As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways:</p> <ul style="list-style-type: none"> ● Warm Ups and Processes or Exit Slips ● Informal Writing (Dialogue Journals, Think Pair Shares, Etc.) ● Graphic Organizers ● Creative projects ● Small Group & Partner Work ● Discussions ● Notebook Assignments/Processes ● On-Going Reading Assignments
<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"> ● Discussions ● Creative Projects ● Evidence Paragraphs ● Major Essays, Timed Writes
<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 ● Peer and Self Assessment
<h2>Section 8: Grades Progress Report Cards & Final Report Cards</h2>	
<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"> ● StudentVue (official gradebook) ● Canvas (for specific assignments turned in through Canvas)
	<p>I will update student grades at the following frequency: As soon as possible with the goal of every two 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, NP (not passing) 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:</p> <p>40% : Formative Assessments (Daily Assignments/Notebook/HW)</p> <p>60% : Summative Assessments (Major Assignments)</p> <p>Grading Scale:</p> <ul style="list-style-type: none"> • A = 90-100% • B = 80-89% • C = 70-79% • D = 60-69% • F = 59% or below
Other Needed info (if applicable)	

