



	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.
<i>Course Connections to <a href="#">PPS Reimagined Vision</a></i>	CCE 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

<i>Prioritized Standards</i>	<p>The following standards will be explored in the course:</p> <p><b>PERSONAL MANAGEMENT</b> <i>Exhibit appropriate work ethic and behaviors in school, community, and workplace.</i></p> <p><b>PROBLEM SOLVING</b> <i>Apply decision-making and problem-solving techniques in school, community, and workplace.</i></p> <p><b>COMMUNICATION</b> <i>Demonstrate effective communication skills to give and receive information in school, community, and workplace.</i></p> <p><b>TEAMWORK</b> <i>Demonstrate effective teamwork in school, community, and workplace.</i></p> <p><b>CAREER DEVELOPMENT</b> <i>Demonstrate career development skills in planning for post high school experiences.</i></p>
<i><a href="#">PPS Graduate Portrait Connections</a></i>	I will help students grow their knowledge and skills in the following aspects of PPS’s Graduate Portrait: CCE 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.



<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></p> <ul style="list-style-type: none"> <li>● <i>Differentiated assignments</i></li> <li>● <i>Scaffolded tasks</i></li> <li>● <i>Student choice</i></li> <li>● <i>Extended time (if needed)</i></li> <li>● <i>Chunked assignments</i></li> <li>● <i>Multiple learning modalities</i></li> <li>● <i>Access prior knowledge</i></li> </ul> <p><i>504 Plans:</i></p> <ul style="list-style-type: none"> <li>● <i>Preferential seating</i></li> <li>● <i>Differentiated assignments</i></li> <li>● <i>Scaffolded tasks</i></li> <li>● <i>Student choice</i></li> <li>● <i>Extended time (if needed)</i></li> <li>● <i>Chunked assignments</i></li> <li>● <i>Multiple learning modalities</i></li> <li>● <i>Access prior knowledge</i></li> </ul> <p><i>English Language Learners:</i></p> <ul style="list-style-type: none"> <li>● <i>Sheltered instruction (SIOP) strategies</i></li> <li>● <i>Differentiated assignments</i></li> <li>● <i>Scaffolded tasks</i></li> <li>● <i>Student choice</i></li> <li>● <i>Extended time (if needed)</i></li> <li>● <i>Chunked assignments</i></li> <li>● <i>Multiple learning modalities</i></li> <li>● <i>Access prior knowledge</i></li> </ul> <p><i>Talented &amp; Gifted:</i></p> <ul style="list-style-type: none"> <li>● <i>Extension activities</i></li> <li>● <i>Student choice</i></li> <li>● <i>Acceleration</i></li> <li>● <i>Students teach/help others</i></li> </ul>
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<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	<p><input type="checkbox"/> Career Related Learning Experience (CRLE) #1  <i>-The experience(s) will be: Career Research Project</i></p>
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**Section 4: Cultivating Culturally Sustaining Communities**

<b>Tier 1 SEL Strategies</b>	
<i>Shared Agreements</i>	<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>● Gather student voice and input</li> <li>● Share student stories</li> <li>● Display student work</li> <li>● Incorporate voice, art, music into the classroom</li> <li>● Classroom norms created by students</li> </ul>
	<p>I will display our Agreements in the following locations:</p> <ul style="list-style-type: none"> <li>● Review Daily in Google Slides</li> <li>● Classroom wall/whiteboard</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>● Restorative justice circles</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>● Elevate students’ languages and cultures</li> </ul>



	<ul style="list-style-type: none"> <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>● Back to School Night</li> <li>● Conferences</li> </ul>
<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> <ul style="list-style-type: none"> <li>● Regular check-ins</li> <li>● Student surveys</li> <li>● Student Cafes</li> <li>● Restorative justice circles</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>● 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 student outside classroom or after class.</li> <li>● Ask student what they need</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> <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><b>Section 5: Classroom Specific Procedures</b></p>	
<p><i>Safety issues and requirements (if applicable):</i></p>	
<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>
<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>● Google Drive</li> <li>● Email</li> <li>● Paper copy</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>● Extended time</li> <li>● Canvas</li> <li>● Invitation to tutorial</li> </ul>
<p><i>Returning Your Work</i></p>	<p>My plan to return student work is the following:</p> <p><i>Timeline:</i></p> <ul style="list-style-type: none"> <li>● Depends on assignment</li> </ul> <p><i>What to look for on your returned work:</i></p> <ul style="list-style-type: none"> <li>● Written feedback</li> <li>● Completion score</li> </ul> <p><i>Revision Opportunities:</i></p> <ul style="list-style-type: none"> <li>● As many as needed - attending tutorial strongly encourage</li> </ul>



	<ul style="list-style-type: none"> <li>● Students should be proactive about seeking help with revision</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: <ul style="list-style-type: none"> <li>● None</li> </ul>
<i>Attendance</i>	If a student is absent, I can help them get caught up by: <ul style="list-style-type: none"> <li>● Email</li> <li>● Canvas</li> <li>● Tutorial</li> </ul>

## Section 6: Course Resources & Materials

<i>Materials Provided</i>	I will provided the following materials to students: <ul style="list-style-type: none"> <li>● Texts</li> <li>● Paper</li> <li>● Pens</li> <li>● Markers &amp; art supplies</li> <li>● Spiral notebook</li> </ul>
<i>Materials Needed</i>	Please have the following materials for this course: <ul style="list-style-type: none"> <li>● Student chromebook</li> <li>● Pen/pencil</li> <li>● Notebook for CCE and English</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>	Here is a link to resources that are helpful to students during this course: <ul style="list-style-type: none"> <li>● <a href="#">High school supplies list</a></li> </ul>
<i>Empowering Families</i>	The following are resources available for families to assist and support students through the course: <ul style="list-style-type: none"> <li>● <a href="#">PPS Chromebook &amp; Wifi Support Page</a></li> <li>● Synergy</li> <li>● Canvas</li> <li>● Tutorial</li> </ul>

## Section 7: Assessment of Progress and Achievement



<i>Formative Assessments</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>● Grades</li> <li>● Formative assessments</li> <li>● Verbal feedback/praise</li> <li>● Email communication</li> <li>● Written feedback</li> <li>● Scores and comments on Canvas assignments</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>● Project based learning</li> <li>● Text based discussions</li> <li>● Research projects</li> <li>● Presentations</li> <li>● Writing in multiple styles</li> <li>● Art, music, performance</li> <li>● Collaborative 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>● Self-assessments</li> <li>● Tutorial check-ins</li> <li>● Student cafes</li> <li>● Student surveys</li> </ul>
<p><b>Section 8: Grades</b>  <b>Progress Report Cards &amp; Final Report Cards</b></p>	
<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>● Depends on assignment</li> </ul>
<i>Progress Reports</i>	<p>I will communicate the following marks on a progress report:</p>





	<p><i>Mark:</i></p> <ul style="list-style-type: none"> <li>● <i>A = Extremely Proficient</i></li> <li>● <i>B = Proficient</i></li> <li>● <i>C = Developing Proficiency</i></li> <li>● <i>D = Emerging Proficiency</i></li> </ul>
<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:</p> <p>A (100 - 90%)  B (89 - 80%)  C (79 - 70%)  D (69 - 50%)</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>● <i>A = Extremely Proficient</i></li> <li>● <i>B = Proficient</i></li> <li>● <i>C = Developing Proficiency</i></li> <li>● <i>D = Emerging Proficiency</i></li> </ul>
<p><b>Other Needed info (if applicable)</b></p>	

