



Syllabus: Practices & Policies

2021-2022		Franklin High School	
Section 1: Course Overview			
<i>Course Title</i>	English 1-2		
<i>Instructor Info</i>	Name: Jessie Wray	Contact Info: jwray@pps.net	
<i>Grade Level(s)</i>	9		
<i>Room # for class</i>	Room: M-236		
<i>Credit</i>	Type of credit: 1 ELA	# of credits per semester: 0.5	
<i>Prerequisites (if applicable)</i>	none		
<i>General Course Description</i>	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.		
Section 2: Welcome Statement & Course Connections			
<i>Personal Welcome</i>	Welcome to 9th grade English! I look forward to working with all of you over the course of this school year.		
<i>Course Highlights (topics, themes, areas of study)</i>	<ol style="list-style-type: none">1. Read a variety of works about identity from a wide array of voices2. Write to explore theme and character		



	<ol style="list-style-type: none"> 3. Write to develop engaging narratives 4. Practice the writing process 5. 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 1-2, 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>

Section 3: Student Learning

<p><i>Prioritized Standards</i></p>	<p>The following standards will be explored in the course:</p> <ol style="list-style-type: none"> 9.1 - Citing text evidence 9.2 - Informative/Explanatory writing 9.3 - Narrative writing
<p><i>PPS Graduate Portrait Connections</i></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 <input type="checkbox"/> Transformative Racial Equity Leaders <input type="checkbox"/> Resilient and Adaptable Lifelong Learners
<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



	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Allowing for frequent opportunities for student interaction (pair-shares, small and large group work)</i> <input type="checkbox"/> <i>Using activities that integrate reading, writing, speaking and listening</i> <input type="checkbox"/> <i>Providing regular feedback</i> <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>
<p>Section 4: Cultivating Culturally Sustaining Communities</p>	
<p>Tier 1 SEL Strategies</p> <p><i>Shared Agreements</i></p>	<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"> ● Gather student voice and input ● Share student stories ● Display student work ● Incorporate voice, art, music into the classroom ● Classroom norms created by students <hr/> <p>I will display our Agreements in the following locations:</p> <ul style="list-style-type: none"> ● Classroom wall ● Review daily in Google Slides



	<p>My plan for ongoing feedback through year on their effectiveness is:</p> <ul style="list-style-type: none"> ● Student surveys ● Grades/assignment completion data
<p><i>Student's Perspective & Needs</i></p>	<p>I will cultivate culturally sustaining relationships with students by:</p> <ul style="list-style-type: none"> ● 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> <ul style="list-style-type: none"> ● Email ● Phone ● Back to School Night ● Conferences
<p><i>Empowering Students</i></p>	<p>I will celebrate student successes in the following ways:</p> <ul style="list-style-type: none"> ● Praise/positive feedback ● Displaying student work online or in the classroom ● Positive phone calls to families/guardians ● Class 'parties' and celebrations
	<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 ● Student Cafes ● Restorative justice circles



	<ul style="list-style-type: none"> ● Written input ● Formative assessments ● Student voice ● 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"> ● 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 student outside the classroom or after class. ● Ask student what they need ● 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.
<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 ● Class discussions, Socratic seminars, presentations
Section 5: Classroom Specific Procedures	
<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 ● No racist, sexist, homophobic language of any kind
<i>Coming & 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"> ● 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"> ● Google Drive ● Email ● Paper copy
<i>Returning Your Work</i>	<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"> ● Extended time ● Canvas ● Invitation to tutorial <p>My plan to return student work is the following:</p> <ul style="list-style-type: none"> ● Depends on the assignment <p><i>What to look for on your returned work:</i></p> <ul style="list-style-type: none"> ● Written feedback ● Completion score <p><i>Revision Opportunities:</i></p> <ul style="list-style-type: none"> ● As many as needed - attending tutorial strongly encourage ● Students should be proactive about seeking help with revision
<i>Formatting Work (if applicable)</i>	<p>Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here:</p> <ul style="list-style-type: none"> ● None
<i>Attendance</i>	<p>If a student is absent, I can help them get caught up by:</p> <ul style="list-style-type: none"> ● Email ● Canvas ● Tutorial
<h2>Section 6: Course Resources & Materials</h2>	
<i>Materials Provided</i>	<p>I will provided the following materials to students:</p> <ul style="list-style-type: none"> ● Texts ● Notebook (if needed) ● Paper ● Pens



	<ul style="list-style-type: none"> ● Markers & art supplies
<i>Materials Needed</i>	<p>Please have the following materials for this course:</p> <ul style="list-style-type: none"> ● Student chromebook ● Pen/pencil ● A notebook that can be used for both English and CCE <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"> ● High school supplies list
<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"> ● PPS Chromebook & Wifi Support Page ● 2021/22 academic planner ● Canvas ● My website www.msgarrettonline.com
<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"> ● Grades ● Formative assessments ● Creative projects ● Verbal feedback/praise ● Email communication ● Written feedback ● Scores and comments on Canvas assignments



<p><i>Summative Assessments</i></p>	<p>As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their <i>learned</i> abilities:</p> <ul style="list-style-type: none"> ● Project based learning ● Text based discussions ● Presentations ● Writing in multiple styles ● Art, music, performance ● Collaborative projects
<p><i>Student Role in Assessment</i></p>	<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"> ● Self-assessments ● Tutorial check-ins ● Student surveys
<p>Section 8: Grades Progress Report Cards & Final Report Cards</p>	
<p><i>Accessing Grades</i></p>	<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"> ● ParentVUE/StudentVUE <p>I will update student grades at the following frequency:</p> <ul style="list-style-type: none"> ● Depends on the assignment
<p><i>Progress Reports</i></p>	<p>I will communicate the following marks on a progress report:</p> <ul style="list-style-type: none"> ● <i>A = Extremely Proficient</i> ● <i>B = Proficient</i> ● <i>C = Developing Proficiency</i> ● <i>D = Emerging Proficiency</i>
<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%)</p>



	<p>D (69 - 60%)</p> <p>INC (Incomplete means you did not meet the requirements, but may work with me to do so to recover credit)</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"> ● <i>A = Extremely Proficient</i> ● <i>B = Proficient</i> ● <i>C = Developing Proficiency</i> ● <i>D = Emerging Proficiency</i> ● <i>INC = Not Showing Proficiency</i>
Other Needed info (if applicable)	

