Syllabus: Practices & Policies

2021-2022	Franklin High School

Section 1: Course Overview

Course Title	English 3-4
Instructor Info	Name: Jessy Wray Email: jwray@pps.net
Grade Level(s)	10
Room # for class	Room: M-236
Credit	Type of credit: 1 ELA # of credits per semester: 0.5
Prerequisites (if applicable)	English 1-2
General Course Description	**Course Topic: Issues of Justice and Power** Students will examine a variety of contemporary and classic works—short stories, essays, novels, poetry, dramas, nonfiction pieces, and non-print media—that encourages examination of multiple points of view. Texts will be complex, and may contain mature content and/or language. This year, the English department is committing to an exploration of anti-racist texts. While engaging with texts such as short stories, films, articles, *Born a Crime,* and *Persepolis,* students will focus on common core standards for English with the aim of becoming stronger writers, speakers, communicators, listeners, readers, and thinkers. Finally, in addition to ELA standards, I also strive to help students develop compassion, self reflection, and racial literacy.

Section 2: Welcome Statement & Course Connections

Personal Welcome	Welcome to 10th grade English! I look forward to working with all of you over the course of this school year.
Course Highlights (topics, themes, areas of study)	1. Read a variety of works about justice, power, and identity from a wide array of voices 2. Write to explore theme and character 3. Write to develop engaging narratives 4. Practice the writing process 5. Practice listening and speaking through discussion, group work, and presentations
Course Connections to PPS ReImagined Vision	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.

Section 3: Student Learning

Prioritized Standards	The following standards will be explored in the course: Reading (Informational and Literature) 10.2: Determine and analyze central ideas of literature and informational text Reading (Informational and Literature) 10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Writing 10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Social Justice Standards: Identity 3**:** I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too. Diversity 7: I can accurately and respectfully describe ways that people (including myself) are similar to and different from each other and others in their identity groups. Justice 12: I can recognize, describe, and distinguish unfairness and injustice at different levels of society
PPS Graduate Portrait Connections	I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait: ❏ Inquisitive Critical Thinkers with Deep Knowledge ❏ Powerful and Effective Communicators

	❏ Positive, Confident, and Connected Sense of Self ❏ Transformative Racial Equity Leaders ❏ Resilient and Adaptable Lifelong Learners
Differentiation/ accessibility strategies and supports:	I will provide the following supports specifically for students in the following programs: *Special Education:* 　　*Accommodations indicated by Individual Education Plans will be made in cooperation with students, special education teachers and parents.* *504 Plans:* 　　*Accommodations indicated by 504 Plans will be made in cooperation with students, counselors and parents.* *English Language Learners:* 　　*Strategies used in this class to address ELL needs will include, but are not limited to, the following:* 　　☐ *Posting clearly defined objectives* 　　☐ *Emphasizing key vocabulary* 　　☐ *Providing clear expectation of tasks, slower speech, increased wait time, etc* 　　☐ *Scaffolding techniques like think-alouds to support student understanding* 　　☐ *Allowing for frequent opportunities for student interaction (pair-shares, small and large group work)* 　　☐ *Using activities that integrate reading, writing, speaking and listening* 　　☐ *Providing regular feedback* *Talented & Gifted:* 　　*Strategies used in this class to address TAG needs will include, but are not limited to, the following:* 　　*Challenge prompts, flexible grouping, independent based learning, honors option.*
Personalized Learning Graduation Requirements	N/A

Section 4: Cultivating Culturally Sustaining Communities

Tier 1 SEL Strategies	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

Shared Agreements	- 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 - Review Daily in Google Slides
	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 - Phone

	● 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 ● 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 classroom norms ● Talk to student outside the classroom or after class ● I typically will pull a student outside and talk to them one on one about their behavior and impact on others ● Ask student what they need ● 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: ● Creating space in the classroom for students to share their work ● Inviting student voice in our daily check ins ● Class discussions, Socratic seminars, and presentations

	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: - One student out with a pass at a time - Return in a timely manner - Maintain distance and wear mask when in the hallways
Submitting Work	I will collect work from students in the following way: - Google Drive - 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: - No penalty for late work - Multiple opportunities to demonstrate knowledge - Canvas - Invitation to tutorial
Returning Your Work	My plan to return student work is the following: Depends on assignment

	What to look for on your returned work: - Written feedback - Completion score *Revision Opportunities:* - As many as needed - attending tutorial strongly encouraged - Students should be proactive about seeking help with revision
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: - Texts - Notebook (if needed)
Materials Needed	Please have the following materials for this course: - Student Chromebook - Pen/pencil - An English Notebook *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](#) • Synergy • Tutorial

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 • Creative projects • Verbal feedback/praise • Email communication • Written feedback
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 • 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 surveys

Section 8: Grades
Progress Report Cards & Final Report Cards

Accessing Grades	Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester: ● ParentVUE/StudentVUE
	I will update student grades at the following frequency: ● Dependent on assignment
Progress Reports	I will communicate the following marks on a progress report: ● *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 - 80%) C (79 - 70%) D (69 - 60%) INC (Incomplete means you did not meet the requirements, but may work with me to do so to recover credit)
	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* ● *INC = Not Showing Proficiency*

Other Needed info (if applicable)	