



Syllabus: Practices & Policies

2021-2022		Franklin High School	
Section 1: Course Overview			
<i>Course Title</i>	English 1-2		
<i>Instructor Info</i>	Name: Ellen Whatmore	Contact Info: ewhatmore@pps.net	
<i>Grade Level(s)</i>	9		
<i>Room # for class</i>	Room: M-232		
<i>Credit</i>	Type of credit: 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>	It is my pleasure to welcome members of the Franklin High School class of 2025 to my English 1-2 classroom. I look forward to a year of exploring and deepening our understanding of and appreciation for the different voices, cultures, and backgrounds of both published authors and students.		



<p><i>Course Highlights</i> (topics, themes, areas of study)</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 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>
<h3>Section 3: Student Learning</h3>	
<p><i>Prioritized Standards</i></p>	<p>The following standards will be explored in the course:</p> <p>9.1 - Citing text evidence 9.2 - Informative/Explanatory writing 9.3 - Narrative writing</p>
<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
<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"> ● <i>Posting clearly defined objectives</i> ● <i>Emphasizing key vocabulary</i> ● <i>Providing clear expectation of tasks, slower speech, increased wait time, etc</i> ● <i>Scaffolding techniques like think-alouds to support student understanding</i>



	<ul style="list-style-type: none"> ● <i>Allowing for frequent opportunities for student interaction (pair-shares, small and large group work)</i> ● <i>Using activities that integrate reading, writing, speaking and listening</i> ● <i>Providing regular feedback</i> <p><i>Talented & Gifted:</i></p> <p><i>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.</i></p>
<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	<p>Not applicable in this course; career related learning experiences will be provided in the complementary College and Career Exploration (CCE/"9th Grade Inquiry") course.</p>
<h2>Section 4: Cultivating Culturally Sustaining Communities</h2>	
<p>Tier 1 SEL Strategies</p> <p><i>Shared Agreements</i></p>	<p>Behavioral Expectations:</p> <p>At Franklin High School, in addition to following all school rules, we expect staff and students to:</p> <p>Strive to be...</p> <p>Thoughtful--We put time and effort into our work</p> <p>Respectful--We respect the diverse learning needs of our peers</p> <p>Organized--We are present and on time to class</p> <p>Neighborly--We greet others and interact positively</p> <p>Generous--We share our resources with each other</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"> ● soliciting input from every student ● collaborating in groups ● reviewing the language of the student-suggested norms ● discussing the norms with the goal of consensus ● providing opportunity for feedback <hr/> <p>I will display our Agreements in the following locations:</p> <ul style="list-style-type: none"> ● on the classroom wall ● on my Canvas page



	<p>My plan for ongoing feedback through year on their effectiveness is:</p> <ul style="list-style-type: none"> ● Student surveys ● Restorative justice circles ● 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 ● Canvas ● Remind ● 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/emails 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 ● 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 class norms and agreements • Talk to student outside classroom or after class. • Attempt to help the student understand their effect and role as an individual to the whole. • Initiate a restorative process that addresses the hurt/harm
<i>Showcasing Student Assets</i>	<p>I will provide 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
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
<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"> • Canvas • Physical paper collection in the classroom
	<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"> • come to an agreement with the student about an extension, when appropriate • communicate to the student about future assignment opportunity to demonstrate their skills
<i>Returning Your Work</i>	<p>My plan to return student work is the following: <i>Timeline: one week (longer for essays)</i> <i>What to look for on your returned work: suggestions for revision</i> <i>Revision Opportunities: nearly infinite, subject to conferencing with teacher</i></p>
<i>Formatting Work (if applicable)</i>	<p>Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html</p>



Attendance	<p>If a student is absent, I can help them get caught up by:</p> <ul style="list-style-type: none"> ● maintaining resources in Canvas ● inviting them to tutorial
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Section 6: Course Resources & Materials

Materials Provided	<p>I will provided the following materials to students:</p> <ul style="list-style-type: none"> ● all required texts ● hanging file folder for in-class storage of class journal ● post-it notes ● index cards ● highlighters ● markers ● colored pencils
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Materials Needed	<p>Please have the following materials for this course:</p> <ul style="list-style-type: none"> ● writing utensil (black ink preferred) ● composition book or notebook that can stay in the classroom (dedicated exclusively to English) <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>
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Course Resources	<p>Here is a link to resources that are helpful to students during this course:</p> <ul style="list-style-type: none"> ● https://lms.pps.net/courses/61474
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Empowering Families	<p>The following are resources available for families to assist and support students through the course:</p> <ul style="list-style-type: none"> ● Canvas ● Remind ● Synergy
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Section 7: Assessment of Progress and Achievement

Formative Assessments	<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"> <input type="checkbox"/> Warm Ups and Exit Slips <input type="checkbox"/> Community Circles <input type="checkbox"/> Informal Writing (Double Entry Diaries, Think Pair Shares, Etc.) <input type="checkbox"/> Creative projects
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	<input type="checkbox"/> Small Group & Partner Work <input type="checkbox"/> Discussions
<i>Summative Assessments</i>	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: <input type="checkbox"/> Discussions <input type="checkbox"/> Essays <input type="checkbox"/> Poetry and Short Stories <input type="checkbox"/> Creative Projects (Podcasts, Plays, Songs, Interviews, Presentations)
<i>Student Role in Assessment</i>	Students and I will partner to determine how they can demonstrate their abilities in the following ways: <input type="checkbox"/> 1:1 and Small Group Check Ins <input type="checkbox"/> Peer and Self Assessment

Section 8: Grades

Progress Report Cards & Final Report Cards

<i>Accessing Grades</i>	Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester: <input type="checkbox"/> Canvas <input type="checkbox"/> StudentVue
	I will update student grades at the following frequency: Daily, but you can expect no greater than a two-week delay.
<i>Progress Reports</i>	I will communicate the following marks on a progress report: Mark: A <i>Meaning of the mark: Doing exceedingly well.</i> Mark: B <i>Meaning of the mark: Doing well.</i> Mark: C <i>Meaning of the mark: Passing.</i> Mark: NP <i>Meaning of the mark: Not passing.</i>



	<p>Mark: <i>INC</i> <i>Meaning of the mark: Incomplete (the final mark for students who need to do something to pass)</i></p>
<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: Students will be giving themselves a grade at the end of the course, based on the feedback they've received and the evidence they've gathered and documented in their portfolios, and contingent upon a conference with me. Each standard is equally weighted in the gradebook, and each assignment (teacher-created or student-created) is an opportunity to demonstrate skills in one or more standards.</p>
	<p>I use this system for the following reasons/each of these grade marks mean the following: I want students to take ownership of their learning and by reflective of what they need to do to continue to improve.</p>
<p>Other Needed info (if applicable)</p>	
	<p>On individual assignments (opportunities to demonstrate learning), the following score breakdown will be used: 4 = assignment turned in on time, meeting all the criteria of completion 3 = assignment turned in after the deadline, but meeting all the criteria of completion (indicated in Synergy by "La" for "late") 2 = assignment needs revision to meet the criteria of completion (indicated in Synergy by "I" for "incomplete") 1 = missing assignment, or no attempt (indicated in Synergy by "Mi" for "Missing" or "Dn" for "Did not participate")</p>

