



Syllabus: Practices & Policies

2021-2022		Franklin High School	
Section 1: Course Overview			
<i>Course Title</i>	English 5-6		
<i>Instructor Info</i>	Name: Ellen Whatmore	Contact Info: ewhatmore@pps.net	
<i>Grade Level(s)</i>	11		
<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>	English 1-2, English 3-4		
<i>General Course Description</i>	As sophomore year ended with argumentative writing, students begin junior year with argument to review and build upon their skills. The goal is to deepen students' knowledge of the components of rhetoric through exposure to model texts. Ideally, students will begin to develop more complex arguments for both speaking and writing tasks. Text analysis is also more complex as juniors are tasked with identifying two or more central ideas/themes within a text. In this class we will go beyond last night's box scores and discover the importance of sports in our everyday culture. For example, we will explore what role athletes play in shaping our cultural awareness. We will also discuss how the media shapes our perception of the games they cover and the athletes in them.		
Section 2: Welcome Statement & Course Connections			
<i>Personal Welcome</i>	It is my pleasure to welcome members of the Franklin High School class of 2023 to my English 5-6 classroom. I		



	look forward to exploring and deepening our understanding of the power athletes have in influencing social justice. If you've ever wondered why sports are such a big deal in our society, we'll try and figure it out together!
<i>Course Highlights (topics, themes, areas of study)</i>	<ol style="list-style-type: none"> 1. Read a variety of works from a wide array of voices 2. Read to explore two or more themes/central ideas 3. Read to examine point of view and purpose 4. Write to develop arguments 5. Practice the writing process 6. Practice listening and speaking through discussion, group work, and presentations
<i>Course Connections to PPS Reimagined Vision</i>	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.

Section 3: Student Learning

<i>Prioritized Standards</i>	<p>The following standards will be explored in the course:</p> <p>Priority Standards for 11th Grade English:</p> <p>READING INFORMATIONAL TEXT</p> <ul style="list-style-type: none"> <input type="checkbox"/> 11.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <input type="checkbox"/> 11.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text <input type="checkbox"/> 11.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. <input type="checkbox"/> 11.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). <input type="checkbox"/> 11.RI.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. <input type="checkbox"/> 11.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the
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text.

- 11.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- 11.RI.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- 11.RI.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING LITERATURE

- 11.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- 11.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- 11.RL.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- 11.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- 11.RL.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- 11.RL.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

WRITING

- 11.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 11.W.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



	<p>content</p> <ul style="list-style-type: none"> <input type="checkbox"/> 11.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <p>SPEAKING & LISTENING</p> <ul style="list-style-type: none"> <input type="checkbox"/> 11.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <input type="checkbox"/> 11.SL.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. <input type="checkbox"/> 11.SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. <p>LANGUAGE</p> <ul style="list-style-type: none"> <input type="checkbox"/> 11.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <input type="checkbox"/> 11.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <input type="checkbox"/> 11.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content, choosing flexibly from a range of strategies <input type="checkbox"/> 11.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<p>PPS Graduate Portrait Connections</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></p> <p><i>Accommodations indicated by Individual Education Plans will be made in cooperation with students,</i></p>



	<p><i>special education teachers and parents.</i></p> <p>504 Plans: <i>Accommodations indicated by 504 Plans will be made in cooperation with students, counselors and parents.</i></p> <p>English Language Learners: <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> ● <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>Talented & Gifted: <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><input type="checkbox"/> Revise/update a resume</p>
<p>Section 4: Cultivating Culturally Sustaining Communities</p>	
<p>Tier 1 SEL Strategies</p> <p><i>Shared Agreements</i></p>	<p>Behavioral Expectations: 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
	<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
<i>Student's Perspective & Needs</i>	<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
<i>Empowering Students</i>	<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
<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"> ● 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

<p><i>Safety issues and requirements (if applicable):</i></p>	<ul style="list-style-type: none"> ● Wear a mask at all times ● Maintain at least 3 feet of distance between peers and teacher
<p><i>Coming & 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> <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
<p><i>Submitting Work</i></p>	<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:</p> <p><i>Timeline: one week (longer for essays)</i></p> <p><i>What to look for on your returned work: suggestions for revision</i></p> <p><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:</p> <p>https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html</p>
<i>Attendance</i>	<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

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"> • all required texts • hanging file folder for in-class storage of class journal • post-it notes • index cards • highlighters • markers • colored pencils
<i>Materials Needed</i>	<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>
<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"> • https://lms.pps.net/courses/62153
<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 • Remind • Synergy



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 & 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 <input type="checkbox"/> Small Group & Partner Work <input type="checkbox"/> Discussions
<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"> <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>	<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"> <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>	<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"> <input type="checkbox"/> Canvas <input type="checkbox"/> StudentVue
	<p>I will update student grades at the following frequency: Daily, but you can expect no greater than a two-week delay.</p>
<i>Progress Reports</i>	<p>I will communicate the following marks on a progress report: Mark: A <i>Meaning of the mark: Doing exceedingly well.</i></p>



	<p>Mark: B <i>Meaning of the mark: Doing well.</i></p> <p>Mark: C <i>Meaning of the mark: Passing.</i></p> <p>Mark: NP <i>Meaning of the mark: Not passing.</i></p> <p>Mark: INC <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 semester, 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:</p> <p>4 = assignment turned in on time, meeting all the criteria of completion</p> <p>3 = assignment turned in after the deadline, but meeting all the criteria of completion (indicated in Synergy by "La" for "late")</p> <p>2 = assignment needs revision to meet the criteria of completion (indicated in Synergy by "I" for "incomplete")</p> <p>1 = missing assignment, or no attempt (indicated in Synergy by "Mi" for "Missing" or "Dn" for "Did not participate")</p>

