



## Syllabus: Practices & Policies

2021-2022

### Franklin High School

#### Section 1: Course Overview

<i>Course Title</i>	English 7-8 Perspectives in American (Literature and Film)
<i>Instructor Info</i>	Name: Andrew Van Dyke Contact Info: avandyke@pps.net
<i>Grade Level(s)</i>	12
<i>Room # for class</i>	Room(s): M-235 for 1st Period, M-218 for 2nd Period, 3rd Period, and Tutorial
<i>Credit</i>	Type of credit: English # of credits per semester: .5
<i>Prerequisites (if applicable)</i>	English 5-6
<i>General Course Description (From Course Forecast Guide)</i>	The first semester entails a study of several short stories and novellas, along with their film adaptations. Students will gain an understanding of cinematic techniques and film terminology to assist them in critical viewing of films. Students will evaluate arguments in documentary films before writing their own argumentative essay on a social justice topic . The second semester will include world literature and film studies. Films will be paired with texts based on theme, general subject matter, and genre. Both semesters include reading short stories, novels, and informational texts. Students will build the writing skills necessary for post-secondary education by writing literary, argumentative, research, and comparative essays. In addition, students will complete multiple projects relating to film including storyboards, screenplays, movie reviews, and short films.

#### Section 2: Welcome Statement & Course Connections



<p><i>Personal Welcome</i></p>	<p>Welcome to Perspectives in American Literature and Film.</p> <p>In preparation for post-secondary education, we will be reading essays, novels, short stories, and works of nonfiction. You will continue to develop your creative and analytical writing skills through the production of essays, research work, and other writing assignments.</p> <p>In addition to examining literature, we will also have a strong focus on film. The class will pair films with literature based on theme and subject matter. Additionally, we will work with films independently, for the purpose of analyzing said works on their own. And, we will also be studying film terminology, cinematic techniques, methods for film analysis, and various film genres.</p> <p>Over the course of the year, you will work individually and in groups on projects and assignments including research projects, presentations, graded discussions, and various film related projects.</p> <p>Most importantly, I expect each student to graduate with skill and hard work. I want you to leave this class knowing that you did your best work, knowing that you are prepared to move forward in whatever venture you choose, and knowing that you had some fun along the way.</p>
<p><i>Course Highlights</i> (topics, themes, areas of study)</p>	<p>I know that many students will want to know what we will be reading, what we will be working on, and - especially for a film course - what films we will be watching. It is only natural to be curious - or excited, or even nervous - about these things.</p> <p>For now, some of this information is being withheld until the availability of the text is determined. And, some of the plans are open to evolve or change based upon the climate of the classroom and current events.</p> <p>What I can tell you is the following:</p> <ul style="list-style-type: none"> <li>● We will be reading a novel, or a piece of long-form writing</li> <li>● We will be reading shorter works of fiction.</li> <li>● We will be reading examples of film analysis, film reviews, and essays about film and culture.</li> <li>● We will be working on a project centered around criminal justice.</li> <li>● We will be working on one independent project centered on presentation and representation in film and television.</li> <li>● You will write one comparative essay, multiple analysis essays, an argumentative essay, and a film review.</li> </ul>



	<ul style="list-style-type: none"> <li>● Films will either fit into a unit (for example, <i>13th</i> and <i>12 Angry Men</i> will be featured in the criminal justice unit), as a pairing with a work of fiction, or be used as standalone pieces for analysis and discussion.</li> <li>● One of the principal goals of the year will be to include written and visual texts from authors and filmmakers of different cultural backgrounds.</li> </ul>
<p><i>Course Connections to <a href="#">PPS Reimagined Vision</a></i></p>	<p>Throughout the year, students will produce works and participate in collaborative assignments and activities which are meant to help them meet the expectations for a Portland Public Schools - and Franklin High School - graduate. To be brief, the following are examples of how the PPS Reimagined Vision relates to this specific course:</p> <ul style="list-style-type: none"> <li>● Students will continue to develop as powerful and effective communicators through presentations, small group discussions, and whole class discussions and activities.</li> <li>● Students will grow as inquisitive critical thinkers with deep core knowledge as they analyze both literature and films, ask relevant questions, and develop their arguments with strong evidence and reasoning.</li> <li>● Students will view materials and activities related to social justice as transformative racial equity leaders.</li> <li>● Students will work with literature and films from different cultures and experiences, and they will respond as reflective, empathetic, and empowering students.</li> </ul>
<h3>Section 3: Student Learning</h3>	
<p><i>Prioritized Standards</i></p>	<p>The following standards will be explored in the course:</p> <p>L 2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>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.</p> <p>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).</p> <p>RL 2 - Determine two or more themes or central ideas of a text and analyze their development over the course of the text,</p>



	<p>including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL 6 - Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>SL 1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>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 of formal and informal tasks.</p> <p>W 1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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 content.</p> <p>W 7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p><a href="#">PPS Graduate Portrait Connections</a></p>  <p>8/27 Work</p>	<p>I will help students grow their knowledge and skills in the following aspects of PPS’s Graduate Portrait:</p> <p>Over the course of this year...</p> <ul style="list-style-type: none"> <li>• Students will continue to grow as critical thinkers. They will respond to written and visual texts with thoughtful analysis, finish assignments with audience appropriate arguments, and show a strong understanding of how to use evidence with sound reasoning.</li> <li>• Students will collaborate and solve problems with students from various cultures, with students who speak various languages, and with students who have different abilities and different cognitive strengths. Through group discussions, group projects, and daily assignments, students will work in groups that are meant to encourage collaboration and discussion through diverse voices and experiences.</li> <li>• Students will be more prepared to live in - and lead - a more socially just world. They will work in groups and independently on projects centered around change in social justice, criminal justice, and in the way we view the presentation and representation of historically marginalized or underrepresented groups or cultures through film.</li> </ul>



<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><b>Special Education:</b> <i>Visual cues and supports, graphic organizers, think pair share, flexible grouping, assignment options and prompts based on interest/ability level, small group and one on one instruction, scaffolding, modeling, and more.</i></p> <p><b>504 Plans:</b> <i>Accommodations and modifications will be applied according to IEPs or 504s and in collaboration with SPED case managers and ELD support.</i></p> <p><b>English Language Learners:</b> <i>Visual cues and supports, graphic organizers, think pair share, flexible grouping, assignment options and prompts based on interest/ability level, small group and one on one instruction, scaffolding, modeling, and more.</i></p> <p><b>Talented &amp; Gifted:</b> <i>Flexible grouping, assignment options and prompts based on interest/ability level, small group and one and one instruction, opportunities for open-ended and self-directed activities, extension activities, independent learning opportunities, and more.</i></p>
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<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Career Related Learning Experience (CRLE) #1</li> <li><input type="checkbox"/> Career Related Learning Experience (CRLE) #2</li> <li style="padding-left: 40px;"><i>-The experience(s) will be:</i></li> <li><input type="checkbox"/> Complete a resume</li> <li><input type="checkbox"/> Complete the My Plan Essay</li> </ul>
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 **8/27 Work**      **Section 4: Cultivating Culturally Sustaining Communities**

<p><b>Tier 1 SEL Strategies</b></p> <p><i>Shared Agreements</i></p> <p></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> <p>To begin the year, every course will be creating a classroom constitution. These classroom constitutions will include not only rules and norms for the classroom, but shared agreements for how each class will show respect and celebrate every student.</p>
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	<p>I will display our Agreements in the following locations:</p> <p>Classroom constitutions will be posted in the classroom, and they will be shown to the class at different times during the school year - for the purpose of reviewing the document as a class.</p>
	<p>My plan for ongoing feedback through year on their effectiveness is:</p> <p>We will be checking in on the classroom constitution throughout the year. And, we will decide if we need to add more information, more expectations, or more norms to meet the needs of the room and the students as we move forward as a community.</p>
<p><i>Student's Perspective &amp; Needs</i></p> 	<p>I will cultivate culturally sustaining relationships with students by:</p> <ul style="list-style-type: none"> <li>● Starting the year with “getting to know you” activities, including a student survey - which I will be keeping and using as a reference point for the rest of the year.</li> <li>● Starting the year with community building activities.</li> <li>● Learning more about students, their experiences with the class and the materials, and who they are over the course of the year.</li> <li>● Celebrating successes.</li> <li>● Allowing students time to share announcements of their own during the class period.</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: <a href="mailto:avandyke@pps.net">avandyke@pps.net</a></li> <li>● I will be available for meetings or calls before school, after school, and during my prep period (4th Period) every A-Day.</li> <li>● I will be attending Parent-Teacher events including Back to School Night, and Parent Teacher 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>● For creative projects, the whole class will participate in a gallery walk to view and celebrate the work that everyone in the community has done.</li> <li>● Success in written assignments will be noted on the document or in the grade notes, and it may be shared with the class.</li> <li>● Students will take time to reflect on the work that they are most proud of near every grading period.</li> <li>● And, students will be given time to announce events or activities that they take pride in - be it a school activity or something that they do outside of school.</li> </ul>



	<p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <ul style="list-style-type: none"> <li>● Encouraging student feedback and reflection after we finish units or major lessons.</li> <li>● Encouraging emails and check-ins for feedback at any other time during the school year.</li> <li>● Using reflection opportunities to check in on the classroom environment when it comes to classwork and the types of activities we are doing.</li> <li>● Using the checks on the classroom constitution as an opportunity to see what I need to change.</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>● Notices and reminders about what is expected in the classroom.</li> <li>● Planning a meeting with the student where we can discuss the matters further, if necessary.</li> <li>● Making contact with parents or guardians to address the situation, if necessary.</li> <li>● Addressing said broken agreements with the administration, if necessary.</li> <li>● Holding a class meeting to address the broken agreements, if necessary.</li> </ul>
<p><i>Showcasing Student Assets</i></p> 	<p>I will provide opportunities for students to choose to share and showcase their work by:</p> <ul style="list-style-type: none"> <li>● Encouraging students to share responses to prompts, materials, and activities during the class period - both in small groups and for the whole class.</li> <li>● Using gallery walks as an opportunity for students to present their assignments to the whole class.</li> <li>● Offering time for students to share out after think-pair-share activities and other smaller assignments and activities.</li> <li>● Examples of student work will be posted in the room, or shared on Canvas - with student permission.</li> </ul>

**Section 5: Classroom Specific Procedures**

<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> <ul style="list-style-type: none"> <li>● Check in with Mr. Van Dyke (or any substitute who visits the room) for a hall pass.</li> <li>● Respect the classroom community as you leave the room and return to the room.</li> </ul>
<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>● Through Canvas</li> <li>● In-Person (I will have a wire basket in the room for incoming work)</li> <li>● The sharing of Google Documents.</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>● Every student who misses an assignment will be given reminders about timelines for turning in late work.</li> <li>● Specific plans will be made for students who are missing significant assignments or numerous assignments during a mandatory meeting - either during tutorial time, before school, or after school.</li> <li>● Additional opportunities to make up for late work and missing assignments will be announced both in person and online.</li> </ul>
Returning Your Work	<p>My plan to return student work is the following:</p> <p><i>Timeline: For smaller assignments, it is my goal to return finished work within two to three class periods. For larger assignments - such as essays - it is my goal to return finished work within two weeks. If grading takes more time, I will address this with the class.</i></p> <p><i>What to look for on your returned work: A grade, notes about what a student can do to continue to improve moving forward, and notes that celebrate student success.</i></p> <p><i>Revision Opportunities: Students will be given opportunities to revise all major assignments with a score that is less than "3." These will be due two weeks after initial assignments are returned to the student.</i></p>
Formatting Work (if applicable)	<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"> <li>● All essays must be written in MLA format, with a proper heading, title, and Works Cited page.</li> <li>● All assignments must include a heading.</li> <li>● Additional expectations for work will be addressed based on the assignment expectations.</li> </ul>
Attendance	<p>If a student is absent, I can help them get caught up by:</p> <ul style="list-style-type: none"> <li>● Providing necessary information during check-ins.</li> <li>● Going over missing work and materials during tutorial, before school, or after school.</li> <li>● Offering time during the class period for students to share what we went over during the previous lesson (including discussions about the films we use in the class).</li> </ul> <p>If students miss extended time, they may have to complete an alternative assignment. This will require a meeting.</p>



## 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"><li>● Highlighters</li><li>● Colored Pencils</li><li>● Markers</li><li>● Paper and materials for specific projects and activities</li></ul>
<i>Materials Needed</i>	<p>Please have the following materials for this course:</p> <ul style="list-style-type: none"><li>● A Charged Chromebook</li><li>● A Notebook</li><li>● Pens / Pencils</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>	<p>Here is a link to resources that are helpful to students during this course:</p> <p>All material will be posted to the Canvas website for this class.</p>
<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"><li>● Please email me (<a href="mailto:avandyke@pps.net">avandyke@pps.net</a>) for specific resources and materials that can serve as additional support for specific assignments and activities.</li><li>● Alternative assignments will be shared as needed.</li><li>● If students miss films, or portions of films, we can discuss options for making up missing assignments or work as well.</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>● Formative assignments, including daily work, notebook work, quizzes, and other smaller assignments will provide repeated opportunities for students to develop their skills and understanding. Examples</li></ul>
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	<p>will include:</p> <ul style="list-style-type: none"> <li>○ Lecture notes</li> <li>○ Activity notes and worksheets</li> <li>○ Film response notes</li> <li>○ Short quizzes</li> <li>○ Storyboard Activities</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>● Summative assignments, including essays and presentations, will be given at the end of every unit.</li> </ul> <p>Examples will include:</p> <ul style="list-style-type: none"> <li>○ Analysis essays</li> <li>○ An argumentative essay</li> <li>○ The criminal justice presentation</li> <li>○ A presentation about how marginalized/underrepresented groups or cultures are portrayed or presented in film and television.</li> <li>○ A final project</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>● Check-ins during class</li> <li>● Opportunities for reflection and self-evaluation</li> <li>● Group discussions about what worked and didn't work for assignments</li> <li>● Opportunities for students to provide alternative topics for certain assignments</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>● Grades will be posted on Synergy</li> <li>● Emails will be sent to students who are missing major assignments or numerous assignments - and their families - if necessary.</li> <li>● Announcements will be posted in daily slideshows - which will be posted to Canvas.</li> </ul> <p>I will update student grades at the following frequency:</p>



	<p>Student grades will be posted immediately after grading is completed for every assignment. It is my goal to grade smaller assignments so they are available for students within two to three class periods, and to grade larger assignments so they are available for students within two weeks. If these times need to be extended for any reason, an announcement will be made for the class.</p>
<p><i>Progress Reports</i></p>	<p>I will communicate the following marks on a progress report:</p> <p><b>Mark: "P" (Passing)</b>  <b>Meaning of the mark: A "P" (Passing) grade will be given to students who are on track to pass the course, based on the work that has been graded to that point in the term.</b></p> <p><b>Mark: "F" (Failing)</b>  <b>Meaning of the mark: An "F" (Failing) grade will be given to students who are missing significant assignments - or numerous assignments- to that point in the term.</b></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:</p> <p><b>Grade Breakdown</b>  Essays/Major Assignments = 50% of your final grade</p> <ul style="list-style-type: none"> <li>● This includes final drafts of essays, formal presentations, and end of unit projects.</li> <li>● These assignments are listed as "SUMMATIVE" in your gradebook.</li> </ul> <p>Daily Work = 50% of your final grade</p> <ul style="list-style-type: none"> <li>● This category includes smaller assignments, notebook work, participation in discussions and daily activities, quizzes, and other miscellaneous assignments throughout the year.</li> <li>● These assignments are listed as "DAILY WORK" in your gradebook.</li> </ul> <p><b>Grading Scale</b>  Every large assignment will be graded on a 1-4 scoring rubric to indicate the level of proficiency that the student has demonstrated.</p> <ul style="list-style-type: none"> <li>1 = Insufficient evidence / Incomplete</li> <li>2 = Some evidence / Does not meet in all categories</li> <li>3 = Proficient / Meets standards</li> <li>4 = Mastery of skill</li> </ul> <p>All other graded assignments will be given a score between 0-4. This will be translated to a grade percentage equivalent in Synergy.</p>



0 = Student did not turn in any work for this assignment, no credit will be given  
 1 = Student does not show signs of proficiency (yet)... Under 60%  
 1.5..... 60%  
 2 = Student is developing proficiency ..... 60-66%  
 2.5..... 65-75%  
 3 = Student is proficient..... 75-85%  
 3.5..... 85-95%  
 4 = Student is beyond proficient..... 95-100%

**Final Grades**

- 90-100 = A
- 80-89 = B
- 70-79 = C
- 60-69 = D
- Under 60 = F

I use this system for the following reasons/each of these grade marks mean the following:

- As I use rubrics which can include between two to five different scoring categories (based upon applicable standards for each assignment), it is important to not only see where a student lands when it comes to the cumulative grade for the assignment - but also in regards to each of the categories for grading.
- A student may earn a “4” in one category for an assignment, but a “2” in another. This averages out to a “3” as a final score for the assignment (which is translated to between 75-85% for a grade).

**Other Needed info (if applicable)**

I take academic honesty and plagiarism seriously.

- Cheating, copying, and any example of academic theft or plagiarism will not be tolerated in this class. Any assignment that is plagiarized or copied from another source - be it from a website or a fellow student - will be given a “0.” Students will have to apologize, speak with me, and redo the whole assignment to earn any credit for their work.
- If a student falls behind or becomes overwhelmed with their workload or situation, it is best to check in with me OR turn in what you have. Do not turn in someone else’s work or idea as if it were your own.



If you need to check in when it comes to classwork, materials, or anything else that might be challenging you in the class, please feel free to come in during tutorial, before school, or after school on A Days. You can also email me.

We will be watching some films which require permission from parents or guardians. A permission slip will be delivered three days before we start any of these films.

- These permission slips will be due one day before the film begins.
- If, for any reason, your parent or guardian does not give permission for you to watch a specific film, you will be given an alternative assignment to complete and a space to complete the work.

Some films may include images or scenes which could prove to be intense or distressing for students.

- I will do my best to provide warnings before these scenes come up.
- If you need to step out for a moment, you may do so. I will let you know when the scene or moment has passed.

