



## Syllabus: Practices & Policies

2021-2022

### Franklin High School

#### Section 1: Course Overview

<i>Course Title</i>	English 1-2
<i>Instructor Info</i>	Name: Kawanna Bolden Contact Info: <a href="mailto:kbolden1@pps.net">kbolden1@pps.net</a>
<i>Grade Level(s)</i>	9
<i>Room # for class</i>	Room: SS-116 & S-214
<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>	
<i>Course Highlights (topics, themes, areas of study)</i>	<ol style="list-style-type: none"><li>1. Read a variety of works about identity from a wide array of voices</li><li>2. Write to explore theme and character</li><li>3. Write to develop engaging narratives</li></ol>



	<p>4. Practice the writing process</p> <p>5. Practice listening and speaking through discussion, group work, and presentations</p>
<p><i>Course Connections to <a href="#">PPS Reimagined Vision</a></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 <b>critical thinking</b> around texts and non-text media, they will <b>collaborate</b> in partners and small groups, and they will examine issues of <b>justice</b> 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> <p>9.1 - Citing text evidence</p> <p>9.2 - Informative/Explanatory writing</p> <p>9.3 - Narrative writing</p>
<p><i><a href="#">PPS Graduate Portrait Connections</a></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"> <li><input type="checkbox"/> Inquisitive Critical Thinkers with Deep Knowledge</li> <li><input type="checkbox"/> Powerful and Effective Communicators</li> <li><input type="checkbox"/> Positive, Confident, and Connected Sense of Self</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><i>Special Education:</i></p> <p><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></p> <p><i>Accommodations indicated by 504 Plans will be made in cooperation with students, counselors and parents.</i></p> <p><i>English Language Learners:</i></p> <p><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"> <li><input type="checkbox"/> Posting clearly defined objectives</li> <li><input type="checkbox"/> Emphasizing key vocabulary</li> <li><input type="checkbox"/> Providing clear expectation of tasks, slower speech, increased wait time, etc</li> <li><input type="checkbox"/> Scaffolding techniques like think-alouds to support student understanding</li> <li><input type="checkbox"/> Allowing for frequent opportunities for student interaction (pair-shares, small and large group work)</li> <li><input type="checkbox"/> Using activities that integrate reading, writing, speaking and listening</li> </ul>



	<input type="checkbox"/> <i>Providing regular feedback</i> <i>Talented &amp; 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>
<i>Personalized Learning Graduation Requirements (as applicable in this course):</i>	<input checked="" type="checkbox"/> Career-Related Learning Experience (CRLE) #1 <input checked="" type="checkbox"/> Career-Related Learning Experience (CRLE) #2 <i>-The experience(s) will be:</i> <input checked="" type="checkbox"/> Complete a resume <input checked="" type="checkbox"/> Complete the My Plan Essay
<b>Section 4: Cultivating Culturally Sustaining Communities</b>	
<i>Tier 1 SEL Strategies</i>  <i>Shared Agreements</i>	<p>Behavioral Expectations:  At Franklin High School, in addition to following all school rules, we expect staff and students to:  <b>S</b>trive to be...  <b>T</b>houghtful--We put time and effort into our work  <b>R</b>espectful--We respect the diverse learning needs of our peers  <b>O</b>rganized--We are present and on time to class  <b>N</b>eighborly--We greet others and interact positively  <b>G</b>enerous--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"> <li>● soliciting input from every student</li> <li>● collaborating in groups</li> <li>● reviewing the language of the student-suggested norms</li> <li>● discussing the norms with the goal of consensus</li> <li>● providing opportunity for feedback</li> </ul> <p>I will display our Agreements in the following locations:</p> <p><input type="checkbox"/> on the classroom wall  <input type="checkbox"/> on my Canvas page</p> <p>My plan for ongoing feedback through year on their effectiveness is:</p> <ul style="list-style-type: none"> <li>● Student surveys</li> <li>● Restorative justice circles</li> <li>● Grades/assignment completion data</li> </ul>



<i>Student's Perspective &amp; Needs</i>	<p>I will cultivate culturally sustaining relationships with students by:</p> <ul style="list-style-type: none"> <li>● Get to know students</li> <li>● Examine personal biases</li> <li>● Elevate students' languages and cultures</li> <li>● Adapt policies, practices, and pedagogy</li> <li>● Family and community involvement</li> <li>● Respect their cultures</li> <li>● Be mindful of intent vs impact</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</li> <li>● Phone</li> <li>● Canvas</li> <li>● Remind</li> <li>● Back to School Night</li> <li>● Conferences</li> </ul>
<i>Empowering Students</i>	<p>I will celebrate student successes in the following ways:</p> <ul style="list-style-type: none"> <li>● Praise/positive feedback</li> <li>● Displaying student work online or in the classroom</li> <li>● Positive phone calls to families/guardians</li> <li>● Class 'parties' and celebrations</li> </ul>
	<p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <ul style="list-style-type: none"> <li>● Regular check-ins</li> <li>● Student surveys</li> <li>● Student Cafes</li> <li>● Restorative justice circles</li> <li>● Written input</li> <li>● Formative assessments</li> <li>● Student voice</li> <li>● Exit tickets</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>● Non-shaming and avoidance of power struggles... "Let Go of the Rope."</li> <li>● Authentic connection/compassion. Connection redirects more effectively.</li> <li>● Remind them of class norms and agreements</li> <li>● Talk to student outside classroom or after class.</li> <li>● Attempt to help the student understand their effect and role as an individual to the whole.</li> <li>● Initiate a restorative process that addresses the hurt/harm</li> </ul>



<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"> <li>• Creating space in the classroom and on Canvas for students to share their work</li> <li>• Inviting student voice in our daily check ins</li> </ul>
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## Section 5: Classroom Specific Procedures

<i>Safety issues and requirements (if applicable):</i>	<input type="checkbox"/> Wear a mask at all times <input type="checkbox"/> Maintain at least 3 feet of distance between peers and teacher
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<i>Coming &amp; 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> <input type="checkbox"/> One student out with a pass at a time <input type="checkbox"/> Return in a timely manner <input type="checkbox"/> Maintain distance and wear mask when in the hallways
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<i>Submitting Work</i>	<p>I will collect work from students in the following way:</p> <input type="checkbox"/> Canvas
	<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>• come to an agreement with the student about an extension, when appropriate</li> <li>• communicate to the student about future assignment opportunity to demonstrate their skills</li> </ul>

<i>Returning Your Work</i>	<p>My plan to return student work is the following:</p> <p><i>Timeline:</i></p> <p><i>What to look for on your returned work:</i></p> <p><i>Revision Opportunities:</i></p>
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<i>Formatting Work (if applicable)</i>	<p>Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here:  <a href="https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html">https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html</a> </p>
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<i>Attendance</i>	<p>If a student is absent, I can help them get caught up by:</p> <ul style="list-style-type: none"> <li>• maintaining resources in Canvas</li> <li>• inviting them to tutorial</li> </ul>
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## Section 6: Course Resources & Materials



<i>Materials Provided</i>	I will provided the following materials to students:
<i>Materials Needed</i>	Please have the following materials for this course:  <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>
<i>Course Resources</i>	Here is a link to resources that are helpful to students during this course:
<i>Empowering Families</i>	The following are resources available for families to assist and support students through the course:

## Section 7: Assessment of Progress and Achievement

<i>Formative Assessments</i>	As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways: <ul style="list-style-type: none"> <li><input type="checkbox"/> Warm Ups and Exit Slips</li> <li><input type="checkbox"/> Informal Writing (Double Entry Diaries, Think Pair Shares, Etc.)</li> <li><input type="checkbox"/> Creative projects</li> <li><input type="checkbox"/> Small Group &amp; Partner Work</li> <li><input type="checkbox"/> Discussions</li> </ul>
<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: <ul style="list-style-type: none"> <li><input type="checkbox"/> Discussions</li> <li><input type="checkbox"/> Essays</li> <li><input type="checkbox"/> Poetry and Short Stories</li> <li><input type="checkbox"/> Creative Projects (Podcasts, Plays, Songs, Interviews, Presentations)</li> </ul>
<i>Student Role in Assessment</i>	Students and I will partner to determine how they can demonstrate their abilities in the following ways: <ul style="list-style-type: none"> <li><input type="checkbox"/> 1:1 and Small Group Check Ins</li> <li><input type="checkbox"/> Peer and Self Assessment</li> </ul>

## 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
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	the semester: <input type="checkbox"/> Canvas <input type="checkbox"/> StudentVue
	I will update student grades at the following frequency:
<i>Progress Reports</i>	I will communicate the following marks on a progress report: <i>Mark:</i> <i>Meaning of the mark:</i>
	<i>Mark:</i> <i>Meaning of the mark:</i>
<i>Final Report Card Grades</i>	The following system is used to determine a student's grade at the end of the semester:
	I use this system for the following reasons/each of these grade marks mean the following:
<b>Other Needed info (if applicable)</b>	

