



Syllabus: Practices & Policies

2021-2022

Franklin High School

Section 1: Course Overview

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| <i>Course Title</i> | English 3-4 |
| <i>Instructor Info</i> | Name: Kawanna Bolden Contact Info: kbolden1@pps.net |
| <i>Grade Level(s)</i> | 10 |
| <i>Room # for class</i> | Room: 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

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| <i>Personal Welcome</i> | Hi! Welcome to English 3-4. I am so excited to read, write, and discuss alongside you this year. |
| <i>Course Highlights (topics, themes, areas of study)</i> | <ol style="list-style-type: none">1. Read a variety of works about identity from a wide array of voices2. Write to explore theme and character3. Write to analyze author's craft and literary devices |



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| | <ol style="list-style-type: none"> 4. Write to develop engaging expository texts 5. Write to develop engaging argumentation texts 6. Practice the writing process 7. 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>RL 10.1 - Citing text evidence RL 10.2 - Determine and analyze theme or central idea of a text RL 10.4 - Analyze author’s craft W 10.2 - Expository writing W 10.1 - Argumentation writing W 10. 5 - Practice the writing process SL 10.1 - Speaking effectively in a range of discussions</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"> <input type="checkbox"/> Posting clearly defined objectives |



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| | <ul style="list-style-type: none"> <input type="checkbox"/> <i>Emphasizing key vocabulary</i> <input type="checkbox"/> <i>Providing clear expectation of tasks, slower speech, increased wait time, etc</i> <input type="checkbox"/> <i>Scaffolding techniques like think-alouds to support student understanding</i> <input type="checkbox"/> <i>Allowing for frequent opportunities for student interaction (pair-shares, small and large group work)</i> <input type="checkbox"/> <i>Using activities that integrate reading, writing, speaking and listening</i> <input type="checkbox"/> <i>Providing regular feedback</i> <p><i>Talented & 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></p> |
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| <i>Personalized Learning Graduation Requirements (as applicable in this course):</i> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> <i>Career-Related Learning Experience (CRLE) #1</i> <input checked="" type="checkbox"/> <i>Career-Related Learning Experience (CRLE) #2</i> <p style="text-align: center;"><i>-The experience(s) will be:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> <i>Complete a resume</i> <input checked="" type="checkbox"/> <i>Complete the My Plan-Essay</i> |
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Section 4: Cultivating Culturally Sustaining Communities

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| Tier 1 SEL Strategies | Behavioral Expectations: |
| Shared Agreements | <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"> ● Spend time in class creating norms, posting those norms, reviewing them daily and making amendments when needed. ● We will begin with these, and add: |



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| | <ul style="list-style-type: none"> ○ Be present: phones off and away ○ Follow the 3 W's ○ Be prepared to collaborate and self reflect ○ Step up, step aside (share your perspective, monitor air time) ○ Hold space for multiple perspectives & lived experiences ○ Be patient and flexible |
| | <p>I will display our Agreements in the following locations:</p> <ul style="list-style-type: none"> ● in our daily slideshows ● 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 ● 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 ● Recognize and celebrate 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 |
| <i>Empowering Students</i> | <p>I will celebrate student successes in the following ways:</p> <ul style="list-style-type: none"> ● Positive feedback ● Displaying student work online or in the classroom ● Positive phone calls to families/guardians ● Class celebrations |



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| | <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 ● 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"> ● Authentic connection/compassion. Connection redirects more effectively. ● Remind them of expectations and or rules. ● Talk to student outside classroom or after class. ● Attempt to help the student understand their effect and role as an individual to the whole. |
| <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 ● Embedding work to celebrate in our slideshows |
| <p>Section 5: Classroom Specific Procedures</p> | |
| <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 when possible |
| <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 |



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| | <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"> ● Redirect to Canvas ● Meet during tutorial to support the student |
| <i>Returning Your Work</i> | <p>My plan to return student work is the following:</p> <ul style="list-style-type: none"> ● Timeline: weekly to two weeks ● What to look for on your returned work: Thorough feedback, both written and verbal ● Revision Opportunities: As many as needed until end of Semester |
| <i>Formatting Work (if applicable)</i> | <p>Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: MLA format for all essays</p> |
| <i>Attendance</i> | <p>If a student is absent, I can help them get caught up by: Canvas</p> |

Section 6: Course Resources & Materials

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| <i>Materials Provided</i> | <p>I will provided the following materials to students:</p> <ul style="list-style-type: none"> ● Required Texts |
| <i>Materials Needed</i> | <p>Please have the following materials for this course:</p> <ul style="list-style-type: none"> ● Chromebook and Charger ● Notebook & writing utensil ● Sticky notes <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"> ● Class Canvas Page |
| <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 and Email |

Section 7: Assessment of Progress and Achievement



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| <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"> ● Warm Ups and Exit Slips ● Informal Writing (Double Entry Diaries, Think Pair Shares, Etc.) ● Creative projects ● Small Group & Partner Work ● 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"> ● Discussions ● Essays ● Poetry and Personal Writing ● Creative Projects |
| <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"> ● 1:1 and Small Group Check-Ins ● Peer and Self Assessment |
| <p>Section 8: Grades Progress Report Cards & Final Report Cards</p> | |
| <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"> ● Canvas ● StudentVue |
| | <p>I will update student grades at the following frequency: Every two weeks</p> |
| <i>Progress Reports</i> | <p>I will communicate the following marks on a progress report:</p> <ul style="list-style-type: none"> ● A, B, C, D, NP (not passing) or P (passing) and NP (not passing) |
| <i>Final Report Card Grades</i> | <p>The following system is used to determine a student's grade at the end of the semester:</p> |



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| | <p>70% of a student's overall grade is based on their summative assessments while 30% of their grade is based on formative assessments. Each assessment is graded using a standards based, 4 point rubric.</p> |
| | <p>I use this system for the following reasons/each of these grade marks mean the following:</p> <ul style="list-style-type: none">4 - Highly Proficient3 - Proficient2 - Close to Proficient1 - No Evidence |
| Other Needed info (if applicable) | |
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