



Syllabus: Practices & Policies

2021-2022		Franklin High School	
Section 1: Course Overview			
<i>Course Title</i>	English 1-2		
<i>Instructor Info</i>	Name: Van Bui	Contact Info: vabui@pps.net	
<i>Grade Level(s)</i>	9		
<i>Room # for class</i>	Room: M-202 & M-207		
<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>	Welcome to 9th grade English! This year, we will use fiction and nonfiction works to 1). explore various avenues of the human experience, 2). understand ourselves as critical readers and thinkers, and 3). write with a purpose. I look forward to embarking on this journey with you.		



<p><i>Course Highlights</i> (topics, themes, areas of study)</p>	<ul style="list-style-type: none"> ● Quarter 1--Understanding Adolescence <ul style="list-style-type: none"> ○ Text: <i>Speak</i> by Laurie Halse Anderson and selected articles ○ Film(s): <i>Bully</i> (2011) by Lee Hirsch ○ Major Assignments: Symbolism project + Presentation, Narrative Essay ● Quarter 2--Mechanics of Fiction <ul style="list-style-type: none"> ○ Text: Selected short stories ○ Film(s): TBD ○ Major Assignment: Short story, comparative or literary essay ● Quarter 3--Representation in Media <ul style="list-style-type: none"> ○ Text: selections from essays and articles ○ Film(s): <i>Rising Phoenix</i> (2020) by Battsek & Nugent, <i>The Half of It</i> (2020) by Wu, and Thunder Force ○ Major Assignments: Socratic seminar, classification or expository essay ● Quarter 4--Writing for Change <ul style="list-style-type: none"> ○ Text: Selected poems, articles, excerpts from <i>Half the Sky</i> by Kristof and WuDunn, excerpts from <i>Persepolis</i> by Marjane Satrapi ○ Film(s): <i>Half the Sky</i> by Maro Chermayeff ○ Major Assignments: Argumentative/persuasive Essay, TED-Talk, found poem <p style="text-align: center;"><i>*Depending on students' progress and interests, these texts and themes may change.</i></p>
<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>
<h2>Section 3: Student Learning</h2>	
<p><i>Prioritized Standards</i></p>	<p>The following standards will be explored in the course:</p> <ul style="list-style-type: none"> 9.1 - Citing text evidence and creating arguments 9.2 - Informative/Explanatory writing 9.3 - Narrative writing



PPS Graduate Portrait Connections	<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> Accommodations indicated by Individual Education Plans will be made in cooperation with students, special education teachers and parents.</p> <p><i>504 Plans:</i> Accommodations indicated by 504 Plans will be made in cooperation with students, counselors and parents.</p> <p><i>English Language Learners:</i> Strategies used in this class to address ELL needs will include, but are not limited to, the following:</p> <ul style="list-style-type: none"> ● Posting clearly defined objectives ● Emphasizing key vocabulary ● Providing clear expectation of tasks, slower speech, increased wait time, etc ● Scaffolding techniques like think-alouds to support student understanding ● Allowing for frequent opportunities for student interaction (pair-shares, small and large group work) ● Using activities that integrate reading, writing, speaking and listening ● Providing regular feedback <p><i>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.</p>
<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	<ul style="list-style-type: none"> ● Career Related Learning Experience (CRLE) #1 ● Career Related Learning Experience (CRLE) #2 <ul style="list-style-type: none"> ■ -The experience(s) will be: ● Complete the My Plan Essay
<h2>Section 4: Cultivating Culturally Sustaining Communities</h2>	
<p>Tier 1 SEL Strategies</p>	<p>Behavioral Expectations: At Franklin High School, in addition to following all school rules, we expect staff and students to: Strive to be...</p>



<p><i>Shared Agreements</i></p>	<p>Thoughtful--We put time and effort into our work Respectful--We respect the diverse learning needs of our peers Organized--We are present and on time to class Neighborly--We greet others and interact positively 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
<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



<i>Empowering Students</i>	I will celebrate student successes in the following ways: <ul style="list-style-type: none"> ● Praise/positive feedback ● Displaying student work online or in the classroom ● Positive phone calls to families/guardians ● Class ‘parties’ and celebrations
	I will solicit student feedback on my pedagogy, policies and practices by: <ul style="list-style-type: none"> ● Regular check-ins ● Student surveys ● Student Cafes ● Restorative justice circles ● Written input ● Formative assessments ● Student voice ● Exit tickets
	When class agreements aren’t maintained (i.e. behavior) by a student I will approach it in the following ways: <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 the 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>	I will provided opportunities for students to choose to share and showcase their work by: <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 ● Keeping our learning space clean ● Use hand sanitizer often
<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



	<ul style="list-style-type: none"> ● 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 ● Portfolio <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: 1 week for minor assignments, 10 days for major assignments</i> <i>What to look for on your returned work: positive feedback and areas of improvements</i> <i>Revision Opportunities: Student will meet with teacher to create a plan for revision</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>
<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 ● communicate via email

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"> ● physical worksheets as requested by students ● digital resources
<i>Materials Needed</i>	<p>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></p>
<i>Course Resources</i>	<p>Here is a link to resources that are helpful to students during this course: <i>Please check Canvas for all resources throughout the course.</i></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"> ● PPS Chromebook & Wifi Support Page ● 2021/22 academic planner ● Canvas



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"> ● Grades ● Formative assessments ● Verbal feedback/praise ● Email communication ● Written feedback ● Scores and comments on Canvas assignments
<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 ● Reflections ● Poetry and Short Stories ● 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"> ● 1:1 and Small Group Check Ins ● 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"> ● Canvas ● StudentVue ● ParentVUE
	<p>I will update student grades at the following frequency:</p> <ul style="list-style-type: none"> ● 1-2 weeks after an assignment is due
<i>Progress Reports</i>	<p>I will communicate the following marks on a progress report: <i>Mark:</i></p>



	<ul style="list-style-type: none"> ● <i>A = Extremely Proficient</i> ● <i>B = Proficient</i> ● <i>C = Developing Proficiency</i> ● <i>D = Emerging Proficiency</i>
<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> <p>A (100 - 90%) B (89.99 - 80%) C (79.99 - 70%) D (69.99 - 50%)</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"> ● <i>A = Extremely Proficient</i> ● <i>B = Proficient</i> ● <i>C = Developing Proficiency</i> ● <i>D = Emerging Proficiency</i>
Other Needed info (if applicable)	

