



Syllabus: Practices & Policies

2021-2022		Franklin High School	
Section 1: Course Overview			
<i>Course Title</i>	English 3/4		
<i>Instructor Info</i>	Name: Samuel Hutchinsein	Contact Info: sahutchinsein@pps.net	
<i>Grade Level(s)</i>	10th		
<i>Room # for class</i>	Room: SS-116		
<i>Credit</i>	Type of credit: English	# of credits per semester: .5	
<i>Prerequisites (if applicable)</i>	N/A		
<i>General Course Description</i>	Students will examine a variety of contemporary and classic works—short stories, essays, novels, poetry, nonfiction pieces, and non-print media—that encourage examinations of multiple points of view. Texts will be complex, and may contain mature content and/or language. This year, the English department is committing to an exploration of anti-racist texts. While engaging with a variety of texts and mediums, students will focus on common core standards for English with the aim of becoming stronger writers, speakers, communicators, listeners, readers, and thinkers.		
Section 2: Welcome Statement & Course Connections			
<i>Personal Welcome</i>	Welcome to English 3/4! I am so excited to be here and to get to know each of you. My top priority is, and always will be, to support your learning, both as a student and as a person. Please reach out		





	whenever you have any questions, need any support, or have anything you want to share with me. I will work hard to support each student and help foster a healthy, happy, and loving classroom community.
<i>Course Highlights</i> (topics, themes, areas of study)	<ul style="list-style-type: none"> - Borders - Identity - Racism - Inequality - Identification of Theme - Short Stories - Novels - Graphic Novels - Writing Process
<i>Course Connections to PPS ReImagined Vision</i>	<ul style="list-style-type: none"> - Foster inclusion and critical problem solving - Work towards a more just and equitable world for people of color - Effective communication through writing, speaking, and presenting

Section 3: Student Learning

<i>Prioritized Standards</i>	<p>The following standards will be explored in the course:</p> <p>Common Core Language Arts Standards for Grade 10:</p> <p>Reading (Informational and Literature) 10.2: Determine and analyze central ideas of literature and informational text</p> <p>Reading (Informational and Literature) 10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Writing 10.2: 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>
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<p>PPS Graduate Portrait Connections</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> <ul style="list-style-type: none"> • Students will strive towards creative solutions to contemporary global issues while challenging traditional assumptions in an environment that provides them with experience working across languages and cultures. • Students will
<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: Supports according to IEP mandates, i.e. extended time on assignments, simplified instructional materials and directions, audio-visual learning modalities, technology aides</i></p> <p><i>504 Plans: Supports according to 504 mandates, i.e. behavior management support, preferential seating, technology aides</i></p> <p><i>English Language Learners: Language supports where available, visual aides, graphic organizers and sentence starters when needed</i></p> <p><i>Talented & Gifted: Extended learning opportunities</i></p>
<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Career Related Learning Experience (CRLE) #1 <input type="checkbox"/> Career Related Learning Experience (CRLE) #2 <li style="padding-left: 40px;"><i>-The experience(s) will be:</i> <input type="checkbox"/> Complete a resume <input type="checkbox"/> Complete the My Plan Essay
 <p>8/27 Work</p> <h2 style="text-align: center;">Section 4: Cultivating Culturally Sustaining Communities</h2>	
<p>Tier 1 SEL Strategies</p>	



Shared Agreements



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):

Students will have created their own norms through small-group and whole class discussions about what is important to our learning community. Special consideration will be given to focusing our thinking as a community around race, ability, language, and gender equity.

I will display our Agreements in the following locations:

Our norms will be read aloud at the start of each class period and included on daily google slide decks.

My plan for ongoing feedback through year on their effectiveness is:

We will address the norms as a class each tutorial day. Thought will be given to what is working for our class, what is not, and how our norms can address and support learning for everyone.

Student's Perspective & Needs



I will cultivate culturally sustaining relationships with students by:



Learning more about their interests, experiences, and dispositions through social-emotional learning breaks and active listening. This will also include encouraging community growth through group activities and discussion to foster a sense of belonging and comfort in our shared space.

Families can communicate what they know of their student's needs with me in the following ways:
By contacting me through my school email address (sahutchinstein@pps.net) or by calling my cell phone (267-987-5590) to talk or set up an in-person meeting.

*Empowering
Students*




I will celebrate student successes in the following ways:

By prominently displaying student work and achievement around the room.

I will solicit student feedback on my pedagogy, policies and practices by:

Requesting student feedback on assignments, both formative and summative, in order to better meet needs and appeal to interests.



	<p>When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways:</p> <p>By re-emphasizing our classroom norms, private discussion, and, when needed, community discussion and repair.</p>
<p><i>Showcasing Student Assets</i></p> 	<p>I will provided opportunities for students to choose to share and showcase their work by:</p> <p>Allowing students multiple avenues to complete assignments, from which they can choose the style that best suits their talent and interests. Their work will then be displayed in a manner that celebrates their abilities and emphasizes skills and concepts mastered.</p>
<p>Section 5: Classroom Specific Procedures</p>	
<p><i>Safety issues and requirements (if applicable):</i></p>	<p>Our classroom is a safe space and there is language in the classroom norms about respect and consideration for others during classroom activities.</p>
<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"> - Students are free to step out into the hall for a drink, quick snack, or to take a short break with no



	<p>notification needed.</p> <ul style="list-style-type: none"> - Bathroom and water fountain trips require a pass signed by me
<i>Submitting Work</i>	<p>I will collect work from students in the following way:</p> <ul style="list-style-type: none"> - Electronically Submitted - Hard copy - Verbally (when discussed beforehand)
	<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"> - Conference about assignment requirements/student needs - Discuss modifications based on time constraints
<i>Returning Your Work</i>	<p>My plan to return student work is the following: <i>Timeline: No more than one week after submission</i> <i>What to look for on your returned work: Constructive feedback, glows and grows</i> <i>Revision Opportunities: Resubmitted work must be discussed with me prior to</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: Canvas</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"> - posting assignments and materials to canvas - email check-ins during extended absences - conferencing with students upon return
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"> - Texts - paper when needed
<i>Materials Needed</i>	<p>Please have the following materials for this course:</p> <ul style="list-style-type: none"> - Charged Chromebook w/ charger - Notebook



	<ul style="list-style-type: none"> - Folder - Writing Utensil - Choice book <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"> - Canvas - StudentVUE (synergy) - sahutchinstein@pps.net - Tutorial periods
<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"> - My contact information - Canvas
<h2>Section 7: Assessment of Progress and Achievement</h2>	
<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"> - Feedback on formative and summative assignments - Student conferencing during extended 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"> - Quizzes/Tests - Essays - Projects - Socratic Seminars
<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> <p>I will provide students with the parameters of the assignment and, if they wish to do so, time will be provided to meet and discuss an alternative means of expression and/or topic, depending on student interest and ability</p>



level.

Section 8: Grades

Progress Report Cards & Final Report Cards

Accessing Grades

Students & Families can go to the following location for up-to-date information about their grades throughout the semester:

StudentVue (Synergy)

I will update student grades at the following frequency:

Within one week of assignments being turned in.

Progress Reports

I will communicate the following marks on a progress report:

- *A = Extremely Proficient*
- *B = Proficient*
- *C = Developing Proficiency*
- *D = Emerging Proficiency*

Final Report Card Grades

The following system is used to determine a student's grade at the end of the semester:

- A (100 - 90%)
- B (89.99 - 80%)
- C (79.99 - 70%)
- D (69.99 - 60%)
- INC (59.99 - and below)

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

- *A = Extremely Proficient*
- *B = Proficient*
- *C = Developing Proficiency*
- *D = Emerging Proficiency*
- *INC = Not Showing Proficiency*



Other Needed info (if applicable)	

