



Syllabus: Practices & Policies

2021-2022		Franklin High School	
Section 1: Course Overview Advanced Metals Projects			
<i>Course Title</i>	Advanced Metals Projects		
<i>Instructor Info</i>	Name: Christopher Engstrom	Contact Info: cengstrom@pps.net	
<i>Grade Level(s)</i>	12		
<i>Room # for class</i>	Room: S138		
<i>Credit</i>	Type of credit: CTE, Metals	# of credits per semester: 0.5	
<i>Prerequisites (if applicable)</i>	Introduction to Industrial Technology Intermediate Metals Advanced Metals		
<i>General Course Description</i>	Advanced Metals Projects is a course for those students who desire a fourth year in the metals lab to build projects. Projects can be for the student, the school or the community. Students are expected to be self motivated and remain on task just like an employee in the metalworking industry. Students may also work on competencies for articulated community college courses (if PCC is articulating with the current instructor). The course that is being attempted to articulate at this time is MCH 100: Machine Tool Basics through Portland Community College. Students will be notified once articulation is agreed upon with PCC.		
Section 2: Welcome Statement & Course Connections			



<i>Personal Welcome</i>	I am glad you're here! Let us learn together and take a journey down the path of industrial technology in a safe and professional environment. Let us build together.
<i>Course Highlights (topics, themes, areas of study)</i>	<ul style="list-style-type: none"> - Safety - Professionalism - Welding - Precision Measurement - Bench operation (work layout, cutting, drilling, deburring) - Manual machining - CNC machining - Foundry - CNC Cutting - Personal, school or community projects are allowed in this course as long as the instructor deems the project appropriate
<i>Course Connections to PPS ReImagined Vision</i>	A participant in this course at Franklin High School will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.

Section 3: Student Learning

<i>Prioritized Standards</i>	<p>The following standards will be explored in the course:</p> <p>Oregon Skill Sets:</p> <p>MNPH10.01 Perform skills necessary to operate metalforming equipment</p> <p>MNPH10.02 Handle materials used in metalforming operations</p> <p>MNPH10.03 Perform skills necessary in planning and controlling metalforming operations</p> <p>MNPH10.04 Perform bench operations related to machining</p> <p>MNPH10.05 Perform metal cutting operations on a lathe</p> <p>MNPH10.06 Perform metal cutting operations on a mill</p> <p>MNPA02.01 Communicate with others to ensure that the manufacturing production process meets requirements</p> <p>MNPA06.01 Monitor, promote and maintain a safe and productive workplace using a variety of techniques and solutions to ensure safe production of products</p> <p>ENZ02.01 Demonstrate effective oral, written, and visual communication</p>
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<p><u>PPS Graduate Portrait Connections</u></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"> - Identify and activate student strengths - Focus on high intellectual performance - Build on existing skills and knowledge - Situate learning in students' lives
<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: Frequent check-in for understanding, check-in for potential breaks, all else is dependent on accommodations per individualized educational plan.</i></p> <p><i>504 Plans: Frequent check-in for understanding, check-in for potential breaks, accommodations or requirements will be dependent on the students' agreed upon plan.</i></p> <p><i>English Language Learners: Frequent check-ins for clarification/communication. Potential use of translation when available.</i></p> <p><i>Talented & Gifted: Extra advanced processes per assignment. This can/may vary per assignment due to the type of material and machinery available.</i></p> <p><i>The differentiation and assessment strategies used in this course are created to meet the needs of ALL learners</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 Resume building and/or portfolio. <input type="checkbox"/> Complete the My Plan Essay <p>- CTE students receive real-world, industry-relevant, hands-on learning experiences, both in the classroom and in the community where industry professionals share their skills and expertise to bring real-world authentic learning opportunities.</p>



Section 4: Cultivating Culturally Sustaining Communities

Tier 1 SEL Strategies	
Shared Agreements	<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">- Choose classrooms themes that celebrate diversity- Celebrate similarities and differences with artistic assignments/projects- Facilitated conversations about stereotypes and biases- Verbally and physically (project based) share what makes each of us special- Shared agreements will be created early in the school year as a collaborative effort between instructor and students <p>I will display our Agreements in the following locations: Various bulletin locations within the classroom attached to room S 138.</p> <p>My plan for ongoing feedback through year on their effectiveness is: Re-visit for class "norms." This will be an ongoing theme and conversation throughout the year.</p>
Student's Perspective & Needs	<p>I will cultivate culturally sustaining relationships with students by:</p> <ul style="list-style-type: none">- Creating and sustaining a welcoming and affirming environment- Commit to understanding the role of culture in education- Practice mutual respect for qualities and experiences that are different from one's own



	<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: cengstrom@pps.net - phone: 503-916-5140 - request meeting (times of availability may vary before/after school)
<p><i>Empowering Students</i></p>	<p>I will celebrate student successes in the following ways:</p> <ul style="list-style-type: none"> - Informal presentation - Formal presentation - Beginning of class "shout-outs" - Advertisement/acknowledgement on classroom bulletin board
	<p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <ul style="list-style-type: none"> - Classroom open discussion - email - Suggestion box
	<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"> - Student warning and reminder - One on one conference with student - Parent/guardian communication - Counselor communication



<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"> - Informal presentation at the beginning or end of class - Formal presentation during class - Classroom display
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Section 5: Classroom Specific Procedures

<i>Safety issues and requirements (if applicable):</i>	<p>Due to metal shop machinery risks, students are asked to wear closed toed shoes (boots preferred), long pants such as jeans, short sleeved shirts or ability to pull sleeves up, no dangling jewelry or other accessories, long hair tied up and back. Safety glasses must be worn in the shop at all times. The instructor will provide one pair per student for the year. If the student has their own, they are permitted to use them opposed to instructor provided safety glasses. All other personal protective equipment (PPE) such as welding gloves, hoods and hearing protection will be provided by the Franklin shop and borrowed per assignment.</p>
<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> <p>check in with the teacher when arriving late or needing to depart class for breaks. A hall pass must be written for students to bring into the hall. Check back in with the teacher upon return.</p>
<i>Submitting Work</i>	<p>I will collect work from students in the following way:</p> <p>Hard copy in-person as well as on Canvas “if” the assignment is uploaded to Canvas. While we are in-person, the majority of assignments will not be on Canvas. If an assignment is on Canvas a student can turn it in on Canvas or in-person.</p>
	<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> <p>The teacher will communicate with the student in-person or via email to set up a tutorial time in an attempt to make-up the missing assignment(s).</p>
<i>Returning Your Work</i>	<p>My plan to return student work is the following:</p> <p><i>Timeline: Immediate feedback is my goal. It may happen during class if time allots, it may be the next class period. Metal assignments may take a little longer to grade opposed to paper assignments.</i></p>



	<p><i>What to look for on your returned work: Written feedback sheet on metal assignments. Written feedback directly on paper assignments.</i></p> <p><i>Revision Opportunities: Unlimited for paper assignments until semesters end. Varies per metals assignment dependent on metal stock available and potential equipment issues.</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: Handed to the teacher directly, uploaded to canvas for non-metal assignments (if online). No formal format required.</p>
<i>Attendance</i>	<p>If a student is absent, I can help them get caught up by: In-person check-in during the next present class meeting. Or by appointment during tutorial periods.</p>

Section 6: Course Resources & Materials

<i>Materials Provided</i>	<p>I will provided the following materials to students: Personal protective equipment for welding hoods, welding gloves as well as hearing protection and one pair of safety glasses. Metal stock for teacher-approved assignments. Personal assignments, if permitted late in the year, materials will most likely need to be provided by the student.</p>
<i>Materials Needed</i>	<p>Please have the following materials for this course:</p> <ul style="list-style-type: none"> - Long pants like jeans. - Closed toed shoes (boots preferred) - Non-baggy short sleeved shirt or long sleeved which can be pulled up the forearm - Pen/pencil for writing. Dark colored sharpie and basic ruler for laying out work on sheet metal - A hair tie to hold up and back long hair <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: https://www.pps.net/Domain/1140 Canvas Classroom (student must log-in): https://portlandpublic.instructure.com/courses/67166</p>
<i>Empowering Families</i>	<p>The following are resources available for families to assist and support students through the course: https://sites.google.com/pps.net/fhs-resource-center/home</p>



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">- Written feedback- Oral feedback (more immediate)- Frequent in-class check-ins per student checking for understanding
<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">- Creating a physical metals assignment- Explaining the detailed process plan for an assignment- Written explanation for paper assignments- Oral presentation
<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">- Physical/Oral presentation- Creating a physical metals project meeting specifications of dimensions and other aspects- May vary for students with IEP dependent on the agreed accommodations

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: Synergy Parent and/or student view. Or email instructor.</p> <p>Christopher Engstrom: cengstrom@pps.net</p>
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	<p>I will update student grades at the following frequency: Metals assignment can be lengthy and multiple days/weeks prior to completion. I will do my best to grade assignments within 48 working hours of completion. If there are questions or concerns, please email the instructor.</p>
<i>Progress Reports</i>	<p>I will communicate the following marks on a progress report: <i>Mark: D</i> <i>Meaning of the mark: Below average grade</i></p> <p><i>Mark: F</i> <i>Meaning of the mark: Failing grade</i></p>
<i>Final Report Card Grades</i>	<p>The following system is used to determine a student's grade at the end of the semester: Traditional grading: A = 90-100% B = 80-89% C = 70-79% D = 60 -69% F = 59% and below P = Pass</p> <hr/> <p>I use this system for the following reasons/each of these grade marks mean the following: At the end of the semester your student will be given a transcript grade of A,B,C,D,F We follow the PPS policy for grading.</p> <p>A Grade - Highly Proficient - Your student did the work and showed evidence their knowledge of the issue is highly above average or the basic standard of someone who knows that skill</p> <p>B Grade - Proficient - Your student did the work but evidence shows only they completed the work at the most basic level</p> <p>C Grade - Your student may have done work, but it lacks evidence that the skill is proficient for our rubric, or what someone in the industry would accept as basic proficiency</p>



D Grade - Your student may not have turned in work, or it was very incomplete for evidence the skill has been acquired

F Grade - Failing grade. The student has many standards where their mark was below average and/or multiple missing or incomplete assignments

P Grade - Passing grade.

Other Needed info (if applicable)

