



Syllabus: Practices & Policies

2021-2022		Franklin High School	
Section 1: Course Overview			
<i>Course Title</i>			
<i>Instructor Info</i>	Name: Kim Livesay	Contact Info: klivesay@pps.net	
<i>Grade Level(s)</i>	11, 12		
<i>Room # for class</i>	Room: 118		
<i>Credit</i>	Type of credit: social studies	# of credits per semester: .5	
<i>Prerequisites (if applicable)</i>			
<i>General Course Description</i>	In this class we will examine the complex American experience from colonial times to modern day. In our time together, you will be covering close to three sophomore level college classes (HST 201, HST 202, HST 203)		




Section 2: Welcome Statement & Course Connections

<i>Personal Welcome</i>	Welcome to our classroom community and to the start of a new year at Franklin! I am excited to be at Franklin and to learn with you. We have some interesting units of study in our course and some critically important skills we'll be focusing on during our time together. I encourage you to reach out anytime that there are questions that I can answer or class help that I can provide.
<i>Course Highlights</i> <i>(topics, themes, areas of study)</i>	We'll be covering about 500 years of US History, which is broken into the following time periods: Semester 1: Period 1: (1491-1607) Period 2: (1607-1754) Period 3: (1754-1800) Period 4: (1800-1848) Period 5: (1848-1877) Period 6: (1865-1898) Period 7: (1898-1945) Semester 2: Period 8: (1945-1980) Period 9: (1980-Present) Students will be writing timed essays throughout each period of study and will be required to write essays that are either comparative, continuity-change over time, or document-based questions similar to those found on the AP US History test.
<i>Course Connections to PPS Reimagined Vision</i>	The Franklin High School Social Studies Department believes in creating engaging, positive and safe environments where all students are able to maximize achievement, conduct critical analysis and make connections between themselves and our collective global history. We believe in building responsible citizens, and nurturing self-confidence and self-competence through valuing lived experience and cultural heritage. We believe in awarding grace and compassion to students, families and ourselves.

Section 3: Student Learning

<i>Prioritized Standards</i>	The following standards will be explored in the course:
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	<ul style="list-style-type: none"> ● HS 61 - Analyze and explain persistent historical, social and political issues, conflicts and compromises in regards to power, inequality and justice and their connection to current events and movements. ● HS 11 - Examining the pluralistic realities of society recognizing issues of equity and evaluating the need for change ● 11-12.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. ● 11-12.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. ● 11-12.RH.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. ● 11-12.RH.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
<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"> Communication Critical Thinking Racial Equity Lifelong Learning Sense of Self Global Stewardship Reflective Empathy The Future
<p><i>Differentiation/ accessibility strategies and supports:</i></p>	<p>Students who need accommodations: Accommodations indicated by Individual Education Plans and 504 plans will be made in cooperation with students, special education teachers and parents. Some standard accommodations include, but are not limited to, use of available</p>





	<p>technology, additional scaffolding and extended time to write.</p> <p>ELL/ESOL: Strategies used in this class to address ELL needs include those found in Sheltered Instruction Observation Protocol (SIOP) and Guided Language Acquisition Design (GLAD), such as: <ul style="list-style-type: none"> • Posting clearly defined content and language objectives • Emphasizing key vocabulary (pre-teaching with visuals) • Using a variety of techniques to make language comprehensible (clear explanation of tasks, slower speech, increased wait time for students responses, gestures) • 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 and conducting assessment of student comprehension and learning </p> <p>TAG: As stated earlier, AP US History is designed as a college-level course that lends itself most readily to challenging extensions for the gifted or highly capable student. Assignments and activities are designed to allow students to work beyond their ability, if so desired, and include levels of questions, open-ended writing prompts, small group work, and other critical thinking exercises.</p>
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<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	<p>Research Skills • Oral Presentation Skills • Leadership, and Team Collaboration Skills</p>
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 **8/27 Work Section 4: Cultivating Culturally Sustaining Communities**

<p><i>Tier 1 SEL Strategies</i></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"> • Discuss power sharing in our classroom community and the importance of every student’s voice
<p><i>Shared Agreements</i></p> <p></p>	



	<ul style="list-style-type: none"> ● Collaborate with students to create shared agreements ● Receive continued feedback from class towards our shared agreements <p>I will display our Agreements in the following locations: On the class Canvas page On a wall in our classroom (space permitting)</p> <p>My plan for ongoing feedback through year on their effectiveness is:</p> <ul style="list-style-type: none"> ● Quarterly surveys from students towards classroom climate and our state of our agreements ● Facilitate small and large group discussions for classroom feedback ● Frequent wellness check-ins with students and the class
	<p>I will cultivate culturally sustaining relationships with students by:</p> <ul style="list-style-type: none"> ● Incorporating student cultures and experiences into classroom content ● Acknowledging and celebrating cultural heritage months ● Frequently inviting student voice into lessons and our shared experiences <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: klivesay@pps.net ● Reaching out via Remind ● Setting up an appointment to meet in person or online
<p><i>Empowering Students</i></p> 	<p>I will celebrate student successes in the following ways:</p> <ul style="list-style-type: none"> ● Showcase student work on the classroom walls ● Congratulate students for extracurricular achievements (sports teams, arts events, club activities, etc) ● Share student work with the school community when possible and appropriate



	I will solicit student feedback on my pedagogy, policies and practices by: Regular anonymous polls on class as well as individual opportunities to communicate.
	When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways: <ol style="list-style-type: none"> 1. Discuss concern with student and try to reach an agreed upon solution 2. Include parents/guardians if and when the behavior continues 3. Include school intervention supports if and when the behavior continues 4. Include administration supports if and when the behavior continues
<i>Showcasing Student Assets</i> 	I will provide opportunities for students to choose to share and showcase their work by: <ul style="list-style-type: none"> ● Offer creative options for student work that may increase their sense of accomplishment ● Offer opportunities both in person and online (share a poster in front of the class v. create a Google Website that can be shared online)

Section 5: Classroom Specific Procedures

<i>Safety issues and requirements (if applicable):</i>	Aside from following standard PPS procedures and emergency preparedness policies, there are no specific safety issues and requirements for this class.
<i>Coming & Going from class</i>	I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class: <ul style="list-style-type: none"> ● One student at a time, please ● Ask teacher for permission to leave ● Carry a hall pass when not in the classroom
<i>Submitting Work</i>	I will collect work from students in the following way: Create a clearly designated space in the classroom for students to leave written work Collect assignments online through Canvas or email



	<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"> • Remain flexible and understanding towards students specific needs • Create a clear timeline for work resubmission or an opportunity to demonstrate understanding • Provide opportunities for revisions
<i>Returning Your Work</i>	<p>My plan to return student work is the following: Timeline: Two weeks What to look for on your returned work: Feedback from me with specific instructions in the comments. Revision Opportunities: You can revise assignments as needed</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: Our Canvas page</p>
<i>Attendance</i>	<p>If a student is absent, I can help them get caught up by: Check in during tutorial, email, or chatting after school</p>

Section 6: Course Resources & Materials

<i>Materials Provided</i>	<p>I will provided the following materials to students: Textbook (both online and from school library)</p>
<i>Materials Needed</i>	<p>Please have the following materials for this course: Notebook School-distributed Chromebook</p>
<i>Course Resources</i>	<p>Resources are added to Canvas regularly</p>
<i>Empowering Families</i>	<p>The following are resources available for families to assist and support students through the course: Please review our Canvas page for resources. I am also available via Remind if you have any questions.</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> <p>Formative assessments will be varied and allow students many ways to access materials and to demonstrate their understanding. This includes discussion, reflections, exit tickets, etc.</p>
<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> <p>Summative assessments will be done quarterly and allow students to show what they learn and understand. This includes essays, tests and quizzes, etc.</p>
<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>Students will often have a variety of ways to demonstrate their learning, and can revise their work by scheduling time to meet with me and discuss.</p>

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> <p>Synergy</p>
	<p>I will update student grades at the following frequency:</p> <p>Every two weeks</p>
<i>Progress Reports</i>	<p>I will communicate the following marks on a progress report:</p> <p>Mark: A and B <i>Meaning of the mark:</i> Exceeding Proficiency and Passing</p> <p>Mark: C <i>Meaning of the mark:</i> Proficient and Passing</p>



	<p><i>Mark: D</i> <i>Meaning of the mark: Barely proficient and Passing</i></p> <p><i>Mark: F</i> <i>Meaning of the mark: Not Proficient and not Passing</i></p>
<p><i>Final Report Card Grades</i></p>	<p>The following system is used to determine a student's grade at the end of the semester:</p> <p>Grade Weight: Grading Scale: 90% and above A 80%-89% B 70%-79% C 60-69% D 59% and below F</p> <hr/> <p>I use this system for the following reasons/each of these grade marks mean the following:</p> <ul style="list-style-type: none"> • A,B,C,D are all passing grades which means the student has proven they are proficient in the skills taught during the course. • F is a failing grade which means the student has not shown enough evidence to show me that they are proficient.
Other Needed info (if applicable)	

