



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>	12		
<i>Room # for class</i>	Room: 220		
<i>Credit</i>	Type of credit: social studies	# of credits per semester: .5	
<i>Prerequisites (if applicable)</i>			
<i>General Course Description</i>	The Government and Economics curriculum is designed to immerse students in a rich array of activities intended to build key critical-thinking skills. Students will read, discuss and write about topics that become increasingly layered and complex as the year progresses. Class activities vary from day to day, but generally classes are student-centered and activity-based, so that students spend most classes engaged in discussions, group activities, or individual work.		
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> (topics, themes, areas of study)	In government, we'll be learning about: The Constitution/Bill of Rights, Institutions, functions and processes of the United States government, Political Parties and Campaigns, Discrimination and Inequity, Functions of Local Government, and Voting/Voter Suppression. In economics, units that we'll cover are: Market Economy, National Economy, Economic Inequality, Behavioural Economics, and Financial Literacy.
<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: <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
<i>PPS Graduate Portrait Connections</i>	I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait: Communication Critical Thinking Racial Equity



	<p>Lifelong Learning Sense of Self Global Stewardship Reflective Empathy The Future</p>
<p><i>Differentiation/ accessibility strategies and supports:</i></p>	<p>I will provide the following supports specifically for students in the following programs: Described here are the types of assessments used and specific differentiation strategies in place to meet the needs of ALL learners (including TAG, ESL, Special Ed.,)</p> <p>Flexible grouping Depth and complexity extensions, Role Plays, Questioning strategies, Peer critiques Think-pair-share, Varied graphic organizers to support learning, Making connections, Research extensions, Varied writing prompts, Skill based mini-lessons, Jigsaw, Visual Cues</p>
<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> During Economics the students will be looking at careers, and pay for different types of labor. <input type="checkbox"/> During Economics, students will create resumes




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>	



	<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:</p> <p>On the class Canvas page</p> <p>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 <p>I will solicit student feedback on my pedagogy, policies and practices by: Regular anonymous polls on class as well as individual opportunities to communicate.</p> <p>When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways:</p> <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
<p><i>Showcasing Student Assets</i></p> 	<p>I will provide opportunities for students to choose to share and showcase their work by:</p> <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)
<p>Section 5: Classroom Specific Procedures</p>	
<p><i>Safety issues and requirements (if applicable):</i></p>	<p>Aside from following standard PPS procedures and emergency preparedness policies, there are no specific safety issues and requirements for this class.</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"> • 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>	<p>I will collect work from students in the following way:</p> <p>Create a clearly designated space in the classroom for students to leave written work Collect assignments online through Canvas or email</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> <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:</p> <p><i>Timeline: Two weeks</i></p> <p><i>What to look for on your returned work: Feedback from me with specific instructions in the comments.</i></p> <p><i>Revision Opportunities: You can revise assignments as needed</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: 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</p>
<i>Materials Needed</i>	<p>Please have the following materials for this course: Notebook</p>



	School-distributed Chromebook
<i>Course Resources</i>	Resources are added to Canvas regularly
<i>Empowering Families</i>	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.
Section 7: Assessment of Progress and Achievement	
<i>Formative Assessments</i>	As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways: 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.
<i>Summative Assessments</i>	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: Summative assessments will be done quarterly and allow students to show what they learn and understand. This includes projects, tests and quizzes, etc.
<i>Student Role in Assessment</i>	Students and I will partner to determine how they can demonstrate their abilities in the following ways: 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.
Section 8: Grades Progress Report Cards & Final Report Cards	
<i>Assessing Grades</i>	Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester: Synergy
	I will update student grades at the following frequency:



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



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