



Syllabus: Practices & Policies

2021-2022		Franklin High School	
Section 1: Course Overview			
<i>Course Title</i>	Study Skills		
<i>Instructor Info</i>	Name: Sarah Mura	Contact Info: smura@pps.net	
<i>Grade Level(s)</i>			
<i>Room # for class</i>	Room: M-204		
<i>Credit</i>	Type of credit: Elective	# of credits per semester: 0.5	
<i>Prerequisites (if applicable)</i>	n/a		
<i>General Course Description</i>	Students with an IEP get direct instruction and support for communication, behavior, self-advocacy and executive functioning skills (organization, time management, future-thinking, and planning). Students also receive support for work completion and direct support for academic tasks. Placement in this class is based on SPED eligibility and IEP team feedback.		
Section 2: Welcome Statement & Course Connections			
<i>Personal Welcome</i>	Welcome to Study Skills		
<i>Course Highlights (topics, themes, areas of study)</i>	During Study Skills we will: Participate in class discussions by practicing reciprocity, active listening, and empathetic		



	<p>statements.</p> <p>Practice organization and time management skills by using tools such as an academic planner.</p> <p>A typical day will include check in, verbal and written discussion activities, and assignment work time at the end of class. You are expected to bring a book to read in case you finish your class assignments.</p>
--	---

<p>Course Connections to PPS ReImagined Vision</p>	
--	--

<h2>Section 3: Student Learning</h2>

<p><i>Prioritized Standards</i></p>	<p>The following standards will be explored in the course:</p> <p>CCSS.ELA-LITERACY.SL.9-10.1</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-LITERACY.SL.9-10.1.D</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>CCSS.ELA-LITERACY.SL.11-12.1</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-LITERACY.SL.11-12.1.D</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
-------------------------------------	---



<p>PPS Graduate Portrait Connections</p>	<p>I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait: I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait: Reflective, Empathetic, and Empowering Graduates: We will work towards becoming self-aware, reflective and empathetic members of the community who are curious, respectful and kind.</p>
<p>Differentiation/ accessibility strategies and supports:</p>	<p>I will provide the following supports specifically for students in the following programs:</p> <p><i>Special Education:</i></p> <ul style="list-style-type: none"> ● <i>Differentiated assignments</i> ● <i>Scaffolded tasks</i> ● <i>Student choice</i> ● <i>Extended time (if needed)</i> ● <i>Chunked assignments</i> ● <i>Multiple learning modalities</i> <p><i>Access prior knowledge</i></p> <p><i>504 Plans:</i></p> <ul style="list-style-type: none"> ● <i>Preferential seating</i> ● <i>Differentiated assignments</i> ● <i>Scaffolded tasks</i> ● <i>Student choice</i> ● <i>Extended time (if needed)</i> ● <i>Chunked assignments</i> ● <i>Multiple learning modalities</i> <p><i>Access prior knowledge</i></p> <p><i>English Language Learners:</i></p> <ul style="list-style-type: none"> ● <i>Sheltered instruction (SIOP) strategies</i> ● <i>Differentiated assignments</i> ● <i>Scaffolded tasks</i> ● <i>Student choice</i> ● <i>Extended time (if needed)</i>



	<ul style="list-style-type: none"> ● <i>Chunked assignments</i> ● <i>Multiple learning modalities</i> ● <i>Access prior knowledge</i> <p><i>Talented & Gifted:</i></p> <ul style="list-style-type: none"> ● <i>Extension activities</i> ● <i>Student choice</i> ● <i>Acceleration</i> ● <i>Students teach/help others</i>
--	--

<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
---	---

Section 4: Cultivating Culturally Sustaining Communities

Tier 1 SEL Strategies	<p>I will facilitate the creation of our Shared Agreements that respects and celebrates each student’s race, ability, language, and gender identity in the following way(s):</p> <ul style="list-style-type: none"> ● Gather student voice and input ● Share student stories ● Display student work ● Incorporate voice, art, music into the classroom ● Classroom norms created by students
<i>Shared Agreements</i>	



	I will display our Agreements in the following locations: Canvas Poster
	My plan for ongoing feedback through year on their effectiveness is: ● Student surveys
<i>Student's Perspective & Needs</i>	I will cultivate culturally sustaining relationships with students by: <ul style="list-style-type: none">● Proactively building relationships, getting to know each individual through their writing and discussion● 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● Canvas● Phone● Back to School Night● Conferences
<i>Empowering Students</i>	<p>I will celebrate student successes in the following ways:</p> <ul style="list-style-type: none">● Direct student feedback via written or verbal responses● Student opportunities to share their work● Phone call home <p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <p>Asking for feedback on lessons with a survey via Google Forms, informal assessments on whether instructions make sense (i.e. thumbs up/thumbs down, asking for verbal feedback from students)</p>



	<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"> ● Meet with student one-on-one to review agreements ● Authentic connection/compassion. Connection redirects more effectively. ● Remind them of expectations and or rules ● Non-shaming and avoidance of power struggles
--	--

<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>Providing daily opportunities for students to share their ideas, thoughts and opinions in writing in their notebooks and verbally/out loud with the class</p>
---	---

Section 5: Classroom Specific Procedures

<p><i>Safety issues and requirements (if applicable):</i></p>	
---	--



<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: Permission from teacher and hall pass required
<i>Submitting Work</i>	I will collect work from students in the following way: <ol style="list-style-type: none"> 1. Class notebooks 2. Canvas assignments <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: Allow for a due date extension as appropriate/needed</p>
<i>Returning Your Work</i>	My plan to return student work is the following: <i>Timeline: Weekly teacher feedback in notebooks</i> <i>What to look for on your returned work: Teacher checkmark shows completion, teacher comments/feedback as needed</i> <i>Revision Opportunities: Students will always be allowed to revise their work</i>
<i>Formatting Work (if applicable)</i>	Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: Canvas
<i>Attendance</i>	If a student is absent, I can help them get caught up by: Keeping Canvas up-to-date so that students can see what they missed and get caught up, reminding them to check canvas

Section 6: Course Resources & Materials

<i>Materials Provided</i>	I will provide the following materials to students: notebook
<i>Materials Needed</i>	Please have the following materials for this course: Pencils Charged Chromebook
<i>Course Resources</i>	Here is a link to resources that are helpful to students during this course: Canvas through my.pps.net Syllabus for students and families: https://docs.google.com/document/d/1ywx0Np_o9zSCdl52qhil_Fm9DXq4IW4WvUaqv14iGo/edit?usp=sharing



<p><i>Empowering Families</i></p>	<p>The following are resources available for families to assist and support students through the course: Syllabus for students and families: https://docs.google.com/document/d/1ywx0Np_o9zSCdI52ghil_Fm9DXq4IW4WvUaqv14iGo/edit?usp=sharing</p>
<p>Section 7: Assessment of Progress and Achievement</p>	
<p><i>Formative Assessments</i></p>	<p>As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways: teacher feedback on notebook entries and canvas assignments</p>
<p><i>Summative Assessments</i></p>	<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: Students will participate in discussion activities and complete a self-assessment, which will be used in addition to a teacher assessment. Teacher rubric for conversational skills assessments</p>
<p><i>Student Role in Assessment</i></p>	<p>Students and I will partner to determine how they can demonstrate their abilities in the following ways: students will complete self-assessments teacher assessments of discussion skills including reciprocity and empathetic statements</p>
<p>Section 8: Grades Progress Report Cards & Final Report Cards</p>	
<p><i>Accessing Grades</i></p>	<p>Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester: Canvas I will update student grades at the following frequency: Bi-weekly</p>
<p><i>Progress Reports</i></p>	<p>I will communicate the following marks on a progress report:</p> <ul style="list-style-type: none"> ● <i>A = Extremely Proficient</i> ● <i>B = Proficient</i>



	<ul style="list-style-type: none"> • <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)	

