

Portland Public Schools



School Year: 2016-17

Course Syllabus

Teacher: Ken Washington		School: Hosford Middle School
Subject: Academic Skills Class	Course Title: Study Skills	Grade Level(s): 6/7/8
Prerequisites: IEP goals in the area of Study Skills or Academic Skills		
<p>Course description:</p> <p>Study Skills is both an academic support class as well as a skill-building class. Students will work on IEP goals, as well as skill building in the areas of organization, self advocacy, note taking, test taking, time management, asking clarifying questions, etc. There will also be time allotted for academic support and work completion.</p> <p>Daily activities will be tailored to fit the individual needs of each student, including individual IEP goals. Students are expected to use wisely the time allotted to them to complete missing work or homework. Students will develop an individual quarterly Plan with personal goals for grade achievement as well as personal development. Student will also keep a learning log. These plans will be evaluated monthly.</p> <p>If a student has completed all class work and all daily activities, the student may enjoy quiet free time activities (i.e. chess, reading, drawing, supervised computer time) for the duration of the class period. <i>Free time will be granted after the teacher has verified, to the best of his knowledge, that there is no outstanding class work for students to complete.</i></p>		
Priority Standards: There are no state standards for Study Skills		
<p style="text-align: center;"><u>Schedule of topics/units covered:</u></p> <ul style="list-style-type: none"> • Recognizing personal strengths as a learner • Learning styles (understanding how we learn • Setting attainable goals • Organizing physical materials and work space • Organizing time and prioritizing • Using student planner effectively • Asking clarifying questions in classes • Advocating for personal learning needs • Recognizing self-progress and successes • Taking responsibility for monitoring assignment completion • Emotional/self regulation (reducing stress/anxiety) • Recognizing and managing stress • Managing peer conflicts, bullying, peer pressure, and friendships • Effective, appropriate communication • Break big assignments into smaller ones • Avoiding procrastination • Metacognition (“thinking about our thinking”) 		

- Stress and Memory
- Reading strategies
- Math study skills
- How to be an active listener
- Creating a good "study place"
- Asking questions to help solve problem
- Healthy habits mean better grades

Academic Vocabulary

Empowerment, self-control, time management, organization, prioritize, goal setting, learning log, responsibility, safe, courage, prioritizing, effective, self-advocacy, etc.

District adopted materials

none

Supplemental resources:

AVID resources

Online resources such as Khan Academy and Newslea

SOAR

Differentiation/ accessibility strategies and support (TAG, ELL, SpEd, other):

Flexible grouping

Depth and complexity extensions

Rate and level curricular adjustments

Tiered lessons

Socratic method




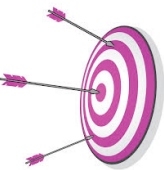

Diverse questioning strategies

Use of technology

Final proficiencies: Student planner used consistently, assignments completed and turned in on time in all classes, student monitors performance in all classes, student independently uses online grade book, student use of building resources for problem solving, students keeping an organized binder, student use of calming techniques, thinking strategies, sensory tools, and student demonstrates ability to self advocate.

Assessment/evaluation/grading policy:

Students will be graded on planner use, a neat and orderly binder, expected use of study hall, use of Khan Academy and Newsela on-line math and reading programs, participation and demonstration of application of skills taught.

FINAL MARK	SCORE PATTERNS	NOTES/RATIONALE
A	$\frac{1}{2}$ or more Highly Proficient $\frac{1}{2}$ or less Proficient No Close or Developing	Student consistently exceeds the minimum level of proficiency on determined standards. 
B	$\frac{1}{4}$ or more Highly Proficient $\frac{3}{4}$ Proficient No Close or Developing	 Student often exceeds the minimum level of proficiency on determined standards.
C	All HP or Proficient No Close or Developing	Student meets minimum proficiency in all determined standards in order to earn a C in the course, which would indicate their readiness to move to the next level. 
D	At least 2/3 Highly Proficient, Proficient, or Close No more than 1/3 Developing	 Student does not meet the minimum proficiency on all determined standards and may struggle when moving on to the next level.
F	More than 1/3 Developing	 Student has not yet gained a minimum level of proficiency on determined standards and cannot move on to the next level.

Behavioral Expectations:

ATTENDANCE: It is expected that students will be present in class every day unless a note from a parent or guardian is provided and the absence is excused. Students are responsible for making up all work missed while they are absent in order to receive a grade for that work. Make up work may be difficult (and sometimes impossible) to complete, due to class discussions and group activities, therefore regular attendance is strongly encouraged.

TARDINESS: When students are tardy they miss the instructions. If you are tardy please come in quietly, and sign in on list posted near the doorway.

HALL PASSES: Students are expected to have a hall pass whenever they are in the hall during class time.

RULES: It is each student's responsibility to behave in a manner that is respectful of the rights of all members of the class. Students are expected to demonstrate safe, respectful, and responsible behavior.

CONSEQUENCES: In the event that a student's absences, tardiness, or behavior become a problem the following consequences will be implemented:

1. Individual conference with the student
2. Call the student's parent or guardian
3. Refer the student to the appropriate administrator or counselor

CONTACT INFORMATION: email: kwashing@pps.net
Phone : 503-916-5640; ext. 70307

Signature of instructor completing this form:

KJ Washington (Ken)

Administrator Approval:

By approving this syllabus the administrator verifies that

- a. the course code written on this form is accurate and that this code has been correctly placed into eSIS by the school's data clerk.*
- b. the teacher listed on the syllabus meets the endorsement requirements as set forth by ODE and NCLB.*
- c. the course meets the requirements of the District required core curriculum including standards.*
- d. the teacher is using District adopted materials or has been approved to use other resources.*