



## Course Syllabus

Franklin High School		2020-2021
<b>DIRECTIONS:</b> For each course, complete the syllabus and share with your evaluating/supervising administrator <b>as a pdf</b> ("File-download-PDF document"). Syllabi will be posted on the FHS website under your name for the public to view.		
<b>Course Overview</b>		
<b>NOTE:</b> For core classes, all elements of this section (except for name and contact information) are the same.		
Course Title: <b>Career and College Exploration</b>		
Instructor Name: Emily Gromko	Contact Info: egomko@pps.net	
Grade Level(s): <b>9th</b>		
Credit Type: (i.e. "science", "elective") <b>Elective</b>	# of credits per semester: 0.5	
Prerequisites (if applicable): N/A		
General Course Description: <ul style="list-style-type: none"><li>❖ This semester-long course will focus on <b>developing habits of mind and action plans for future success</b>. It is an opportunity for you to gain exposure to the working world you will one day enter and the ways that postsecondary options, including college, community college, trades programs, and internships will help you in the future. The intention is to "connect the dots" between school and career in ways that keep you motivated to continue to explore career interests throughout high school and to graduate with the skills you will need in the future.</li><li>❖ You will have opportunities to reflect on your current strengths and curiosities, build skills to be successful in high school, gain exposure to a wide range of possible careers. You will also look at the basics of personal finance, the value of community service and social justice, and general expectations for college entrance, trades programs, and scholarships.</li><li>❖ By the end of the course, you will have had <b>opportunities for meaningful exploration that will create excitement around post-high school opportunities and potential careers</b>. You can expect to engage in discussions, collaborate in small groups, and practice skills like notetaking and public speaking.</li></ul>		
Prioritized National/State Standards:		
<b>PERSONAL MANAGEMENT</b> <ul style="list-style-type: none"><li>● Identify tasks that need to be done and initiate action to complete the tasks.</li><li>● Plan, organize, and complete projects and assigned tasks.</li><li>● Take responsibility for decisions and actions and anticipate consequences of decisions and actions.</li></ul>		
<b>COMMUNICATION</b>		



*Demonstrate effective communication skills to give and receive information in school, community, and workplace.*

- Learn how to have conversations in small groups.
- Learn how to assign roles in groups and work toward one goal.
- Learn how to email a teacher.

### **TEAMWORK**

*Demonstrate effective teamwork in school, community, and workplace.*

- Demonstrate skills that improve team effectiveness (e.g., negotiation, compromise, consensus building, conflict management, shared decision-making and goal-setting).

### **CAREER DEVELOPMENT**

*Demonstrate career development skills in planning for post high school experiences.*

- Assess personal characteristics related to educational and career goals.
- Research and analyze career and educational information.
- Develop and discuss a current plan designed to achieve personal, educational, and career goals.
- Monitor and evaluate educational and career goals.
- Demonstrate job-seeking skills (e.g., writing resumes, completing applications, and participating in interviews).

## **Course Details**

### *Learning Expectations*

Materials/Texts:

Access to a computer, internet, Google Drive and a CCE Folder.

Course Content and Schedule:

Unit 1: Getting to Know Each Other and Community Building

Unit 2: Success in High School

Unit 3: Post High School Exploration--Career

Unit 4: Post High School Exploration--College + More

Unit 5: Budgeting and Resumes

Unit 6: Community Service and Social Justice

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

#### **Special Education Students:**

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 technology, additional scaffolding, and extended time to write.

**ELL:**

Strategies used in this class to address ELL needs include those found in Sheltered Instruction Observation Protocol (SIOP) such as:

- 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/large group work)
- Using activities that integrate reading, writing, speaking and listening
- Providing regular feedback and conducting assessment of student comprehension and learning

**TAG:**

Assignments and activities are designed to allow students to work to and beyond their ability, if so desired, and include reader responses, dialogue journals, levels of questioning, text annotation, open-ended learning tasks and writing prompts, flexible grouping, and Socratic Seminar. Frequent teacher feedback is given to students, along with suggestions for further exploration of academic content and development of reading and writing skills.

Safety issues and requirements (if applicable): N/A

Classroom norms and expectations:

At Franklin High School, in addition to following all school rules, we expect staff and students to:

**Strive to be...**

Thoughtful--We put time and effort into our work

Respectful--We respect the diverse learning needs of our peers

Organized--We are present and on time to class

Neighborly--We greet others and interact positively

Generous--We share our resources with each other

Students are expected to conduct themselves in the classroom with integrity and honesty, including but not limited to:

Adhere to Franklin Strong Guidelines!

Attend class.

Stay engaged, and contribute to discussions.

Use the chat function during our meets ONLY to answer teacher-posed questions, or as directed by teacher.

Complete assignments.

Limit distractions.

Ask for help.

Be respectful to others, their ideas, and their right to learn.

If problems arise as a result of disregard for behavioral expectations, these are the consequences:

1. Warning; talk to you, privately if possible
2. Conference with you and possible school support team / Level 1 Report documentation
3. Call Home
4. If these steps do not resolve the problem, a conference with school administrator will be necessary / Level 2-3 Referral

### *Evidence of Course Completion*

Assessment of Progress and Achievement:

Students will complete Formative Assessments (practice), receive feedback, and then apply their learning to Summative Assessments. Students may redo an assignment at any time.

**Summative Assessments** make up 70% of your overall grade. Think of these as assessments to demonstrate your skills.

**Formative Assessments** make up 30% of your overall grade. Think of these as assessments to practice your skills.

Progress Reports/Report Cards (what a grade means):

Assessments are scored on a 4 point scale:

Highly Proficient

4.0

Proficient

3.0

Close to Proficient

2.0

Developing Proficiency

1.0

Insufficient Evidence

NE

At the end of the semester (June), averages convert to letter grades determined by the following:

A	4.0 - 3.6
B	3.5 - 3.0

C	2.9 - 2.5
D	2.4 - 2.0
F	< 1.9

Career Related Learning Experience (CRLEs) and Essential Skills:

- Resume Writing
- Career Exploration

### Communication with Parent/Guardian

What methods are used to communicate curriculum, successes, concerns, etc.?

Instructor will use email through Synergy to communicate with families. Parents can also join the class on Canvas, as an “observer” to see the assignments. Announcements made on Canvas will be primary way to communicate with students.

### Personal Statement and other needed info

- ❖ **I commit to making this historic moment an opportunity to grow as an educator and learner.** We are in this together!
- ❖ **I commit to meeting you where you are.** This pandemic exposes our humanity and vulnerability. I will offer you grace and understanding. I know that everyone learns differently, and I will differentiate for you. I work alongside students receiving ELD, SPED, and/or TAG services to provide learning experiences that work for you.
- ❖ **I commit to relationships, relevance, and rigor.** I will get to know you by seeing your strengths; I will try my best to provide an interesting and engaging curriculum, and to help you challenge yourself in a supportive environment.

Reach out to me with any questions, concerns, or ideas.

Sincerely, Ms. Gromko

[egromko@pps.net](mailto:egromko@pps.net) or Canvas Messaging