

Munoz Academic Skills 9-10
Periods: 4 & 8
Course Syllabus 2019-2020

Required Materials:

Spiral Notebook
Pen/Pencil
FHS Student Planner
Current Classwork from General Education Classes

(Please see Mrs. Munoz if you need help obtaining any of these items)

Course Description:

The Academic Skills Center or ASC is a class intended for students to get support and instruction in any or all of the following areas: reading, writing, social skills, classroom skills, organization, math, and transition. Students are expected to bring current work in order to receive relevant support aligned to Common Core State Standards. In addition, this course serves 9-10th graders in order to support their IEP Goal areas which can include: English/Language Arts, Math, Writing, School/Classroom Skills, and Social/Emotional learning.

Prerequisites:

Students are placed in the class through multidisciplinary team referral.

Standards and final proficiencies:

Instruction and materials are specifically designed to help support and increase both functional and academic skills, independent access of general education curriculum, and to increase opportunities for student success in the areas where learning gaps may exist.

The student learning Students are awarded 4 points for daily participation and completion of in-class assignments and for arriving with their current general education coursework.

***In addition, in an effort to better serve our most vulnerable and historically underserved students, each student is strongly encouraged to attend tutorial**

attendance 2x per quarter. Students may elect to attend tutorial with myself or their general education teachers. A sign-in form is required as verification.*

This class is graded A-F.

Schedule of topics/units covered:

***Learning about themselves: Writing a One-Page profile (describing themselves, their strengths and needs).**

Self-Advocacy: Students will be taught specific lessons from the Universal Design for Learning and encouraged to request assistance, schedule appointments with general education teachers and write about future plans. Each student will receive a copy of their IEP and instruction about their accommodations, modifications and individual goals. Students will be provided contact information for their case managers.

Organizational skills for success: Using teacher provided weekly scheduler to track assignments, arriving with appropriate materials to work on and receive additional support, taking care of personal needs and advocating for accommodations such as breaks, check-ins etc.

Math Skills: using variables, locating resources, use of tools such as calculators and online programs to support learning such as IXL Math and specific Algebra supports aligned with Common Core State Standards (CCSS).

Writing Skills: Daily in-class writing, technology to aid with grammar, spelling, and editing. Direct instruction in mechanics such as paragraph organization and essay writing.

Reading skills: Comprehension strategies, methods for previewing texts, gaining context from unfamiliar vocabulary using decoding skills, context clues, and reference materials.

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Academic Vocabulary:

Students are encouraged to practice skills for success in the general education curriculum. Academic vocabulary will vary due to specific IEP goals. However, general academic language is reinforced with regard to subject areas, using Avid Strategies to support learning.

For example, when students are working on Pre-Algebraic equations, they will use subject-specific language such as variable, equation, product, quotient and taught meanings for such language.

Supplemental Resources:

Web-based resources related to current coursework. As well as educational materials from various general education courses.

(Examples: Texts associated with English courses such as "Their Eyes Were Watching God," Modern World History, Health and Biology Textbooks.)

Students are encouraged to share music lyrics (teacher edited and reviewed for content and classroom appropriateness), current events, and/ or online media that helps generate rich discussion. These are viewed as both social and transitional skills to share thoughts, opinions, and ideas that bring the classroom community together. In addition, it is designed to reinforce and enrich skills required of 9-10th graders in the general education setting, which they are assessed on based on Oregon State Priority Standards for High School. Students are aware that no homophobic, sexist, racist, bullying, or religious insults are allowed.

Career-related learning experiences (CRLEs):

- **Field trips**
- **Guest speakers**
- **Career Information System (CIS)**
- **Project-based Learning**

Students will be attending at least one field trip related to their transition goals. This may look like a field trip to a college or other post-high school educational opportunities, a career fair, attending guest-speaker events in conjunction with FHS Media Center/CCE and Oregon Literary Arts. In addition, other experiences that would help your student learn more about their post-high school options will be made available based on the student's interests and needs.

Assessment/evaluation/grading policy:

****It should be noted that this course is specifically designed to assist students with their current academic work and needs. We strive to create lessons that are relevant to the learner's current academic goals and as a support to their general education coursework. It is extremely important that students bring their general education assignments with them to class daily.****

Students will be graded based on the following areas, with up to 10 pts possible, graded A-f:

Attendance: 0 1 2 (0-more than 20 minutes late, or unexcused, 1-tardy, 2 on-time)

Lesson: 0 1 2 (0- makes no effort to participate, 1-many reminders, 2-best efforts to participate and limit distractions)

Phone Use: Franklin has a no-cell-phone policy in the classroom unless indicated by the teacher as technological appropriate time or by IEP/504 accommodations. (0- Does Not use phone appropriately 1-one reminder, 2-uses electronic device in accordance with school policy.

Work quality: (0- does not bring coursework or no attempt to complete daily lesson, 1-attempts assignments 2- attentive to tasks and completes lesson/activities, prepared with current work)

Respect & Community (FHS Behavioral Matrix): 0-struggles across domains (hallways, classroom, common spaces),1-Accepts redirection and contributes to positive school/classroom climate, 2- 0/1 warnings and consistent respect for peers and classroom.

Behavioral expectations:

At Franklin, we Strive to be

Thoughtful:

Examples:

-We honor the diversity of our school

-We put time into our work

Respectful:

-We enter the classroom quietly

-We treat the learning environment with care

Organized:

-We arrive to school with needed supplies or ask how to get them

-We keep track of assignments and activities

Neighborly:

-We greet others and interact positively

-We help people when they ask us

Generous:

Examples:

-We share space with other people

-We offer a fresh start to staff, peers, and ourselves

Food policy: Food is okay in the room as long as it doesn't become distracting, and all items are cleaned up after students are done eating and drinking. If a student is unable to follow these policies, they will be asked to stop eating and drinking in the classroom.

Electronics policy:

FHS has a strict no cell phone during classroom instruction policy. This means unless indicated by the teacher and/or posted signage stating: Technology OK--- students are not allowed to use their personal devices in-class.

Times that might warrant use: looking up a resource, listening to music or books on tape during independent study, per IEP or 504 recommendations.

If students don't follow this policy, students will be given one warning to put their electronics away or fix whatever the problem is. If they aren't able to comply, their electronics will be held by a staff member until the end of class and then turned into administration, to be claimed by the student at the end of the school day. If it continues to be a problem, then the device will be taken to the office and only able to be picked up by a parent/guardian at their convenience. (FHS Student and Teacher Handbook).

Safety issues and requirements:

All individuals' personal space shall be respected. All district safety policies are enforced.

Communication is the key to your student's success! Please feel free to contact me.

Teacher Contact Information:

Email: mmunoz@pps.net Phone: (503) 916-5140 ext. 84391