



## 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") <b>by 9/28/20</b> . 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: Study Skills		
Instructor Name: Sean Brochin	Contact Info: sbrochin@pps.net	
Grade Level(s):9-12		
Credit Type: (i.e. "science", "elective") Elective	# of credits per semester: 1	
Prerequisites (if applicable): NA		
General Course Description: Students will, with adult support and facilitation, improve their executive functioning skills, such as organization, time management, and how to break down and prioritize tasks. This course will also explore communication and social skill building, and bolstering self-advocacy skills. Built into the period, students will work on academic tasks independently, as well as with adult support, receiving direct instruction in their IEP goal areas.		
<u>Prioritized National/State Standards:</u> 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. This class is graded A-F.  <ol style="list-style-type: none"><li>1. Completing Essential Skills Work Samples in Reading Writing and Math</li><li>2. Completing Personalized Learning Requirements, including the My Plan Essay, Resume and Career Related Learning Experiences (CRLE).</li><li>3. Completing and understanding work in their general education classes and meeting/achieving IEP Goals.</li></ol>		
<b>Course Details</b>		
<i>Learning Expectations</i>		
Materials/Texts Chromebook/home computer Internet Access Classwork fro General Education Classes  **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 for asynchronous classes in the afternoon**		



**Course Content and Schedule:**

Quarter 1: Executive functioning and self-advocacy skills. Quarter 2: Social skills and Understanding your own IEP. Quarter 3: Social Skills and recognize the “hidden curriculum” of school. Quarter 4. Essential Skills and Metacognition

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

1. Students will be given a variety of opportunities to demonstrate proficiency and show what they know. This will vary by project or test, but all students will be given at least two different options on how they finish the assignment and show mastery of the objectives. The only exception to this rule is when the major assignment’s objective is writing, and then students that need additional support with their writing will work with the teacher and/or a peer support them with this task.
2. Classroom accommodations will be provided to each student based on their individualized education plan (IEP), additional accommodations may be provided based on the teacher’s discretion. All students who are using extra time to complete assignments need to have their late work in no later than one week before any grading period is over, such as progress reports and report cards, etc. For this work to be included in figuring out the student’s grade, this work must be submitted no later than that time frame.
3. Instruction and materials will be adapted to fit each student needs. This may include how they will receive information, how and what they are expected to learn from the material, and/or how they demonstrate their knowledge.

**Safety issues and requirements (if applicable):** All individuals’ personal space and identity shall be respected. All district safety policies will be enforced.

**Classroom norms and expectations:**

Our classroom is a community. Students develop norms and expectations together during the first weeks of school in order to create an environment where each member of the community is welcomed, respected, and feels safe to take positive risks in learning and growing as both students and individuals.

*Evidence of Course Completion*

**Assessment of Progress and Achievement:**

Students are assessed based on effort to complete organization assignments for this class and assignments for their general education classes.

- A: Participation + Work samples meet or exceed expectations.
- B: Participation + Work samples meet expectations.
- C: Participation + Work samples nearly meet expectations.
- D: Participation + Work samples demonstrate Developing skills/proficiency.
- F: Non-participation/completion of course content

If a student feels they want to Resubmit something after-the-fact to get a better grade, they’re able to do so. Students can do this up to one week before the end of the grading period.

*Grades should be based the student’s demonstration of understanding of the standards.*

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

Progress will be communicated according to FHS' progress and report card schedule. At any time parents may request an individual progress report or meeting to discuss their students' performance.

Students have demonstrated Progress in understanding Executive functioning skills, Socialization skills, In skills And self advocate, in addition to effort towards improvement on academics, as needed/determined by their individualized education plan (IEP). This progress can be demonstrated in multiple ways, from anecdotal evidence from teachers, or based on observations and work samples.

**Career Related Learning Experience (CRLEs) and Essential Skills:**

- Guest speakers
- Project-based Learning

Students will be attending at least one digital field trip related to their transition goals. This may look like a digital field trip to a college or other post-high school educational opportunities, a career fair, having 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.

**Communication with Parent/Guardian**

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

Daily communication occurs on Canvas. At any time parents or guardians may request an individual progress report or meeting to discuss their students' performance.

**Personal Statement and other needed info**