



Course Syllabus

Franklin High School		2020-2021
DIRECTIONS: For each course, complete the syllabus and share with your evaluating/supervising administrator as a pdf ("File-download-PDF document") by 9/28/20 . Syllabi will be posted on the FHS website under your name for the public to view.		
Course Overview		
NOTE: For core classes, all elements of this section (except for name and contact information) are the same.		
Course Title: Academic Skills		
Instructor Name: Ryan Brunk		Contact Info: rbrunk@pps.net
Grade Level(s): 9/10		
Credit Type: SPED elective		# of credits per semester:
Prerequisites: Students are placed in the class through multidisciplinary team referral.		
General 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 9th and 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.		
Prioritized National/State Standards: 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.		
Course Details		
Learning Expectations		
Materials/Texts: Chromebook Internet Access Current Classwork from 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 daily.		
Course Content and Schedule: Restorative Practices: Students will meet each class period to build community, teach restorative concepts and skills, and solve individual and community problems.		
Self-Advocacy: Students will be taught specific self advocacy lessons and encouraged to request assistance, schedule appointments with general education teachers and write about future plans.		



<p>Each student will receive a copy of their IEP and instruction about their accommodations, modifications and individual goals.</p> <p>Organizational skills for success: Using a 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.</p> <p>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).</p> <p>Writing Skills: In-class writing, technology to aid with grammar, spelling, and editing. Direct instruction in mechanics such as paragraph organization and essay writing.</p> <p>Reading Skills: Comprehension strategies, methods for previewing texts, gaining context from unfamiliar vocabulary, context clues, and reference materials.</p>
<p>Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other): Every effort will be made to accommodate each student's individual needs.</p>
<p>Safety issues and requirements (if applicable): Parents, students, and educators should be cognizant that the learning environment is now in our homes. Each person is responsible for what images are shown on their screens and what words are said.</p>
<p>Classroom norms and expectations: At Franklin, we Strive to be Thoughtful Respectful Organized Neighborly Generous</p>
<p><i>Evidence of Course Completion</i></p>
<p>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.</p>
<p>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.</p>
<p>Career Related Learning Experience (CRLEs) and Essential Skills:</p>

- 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.

Communication with Parent/Guardian

Daily communication occurs on Canvas. Parents may also join remind.com for the ability to text with the teacher. At any time parents may request an individual progress report or meeting to discuss their students' performance.

Personal Statement and other needed info

N/A