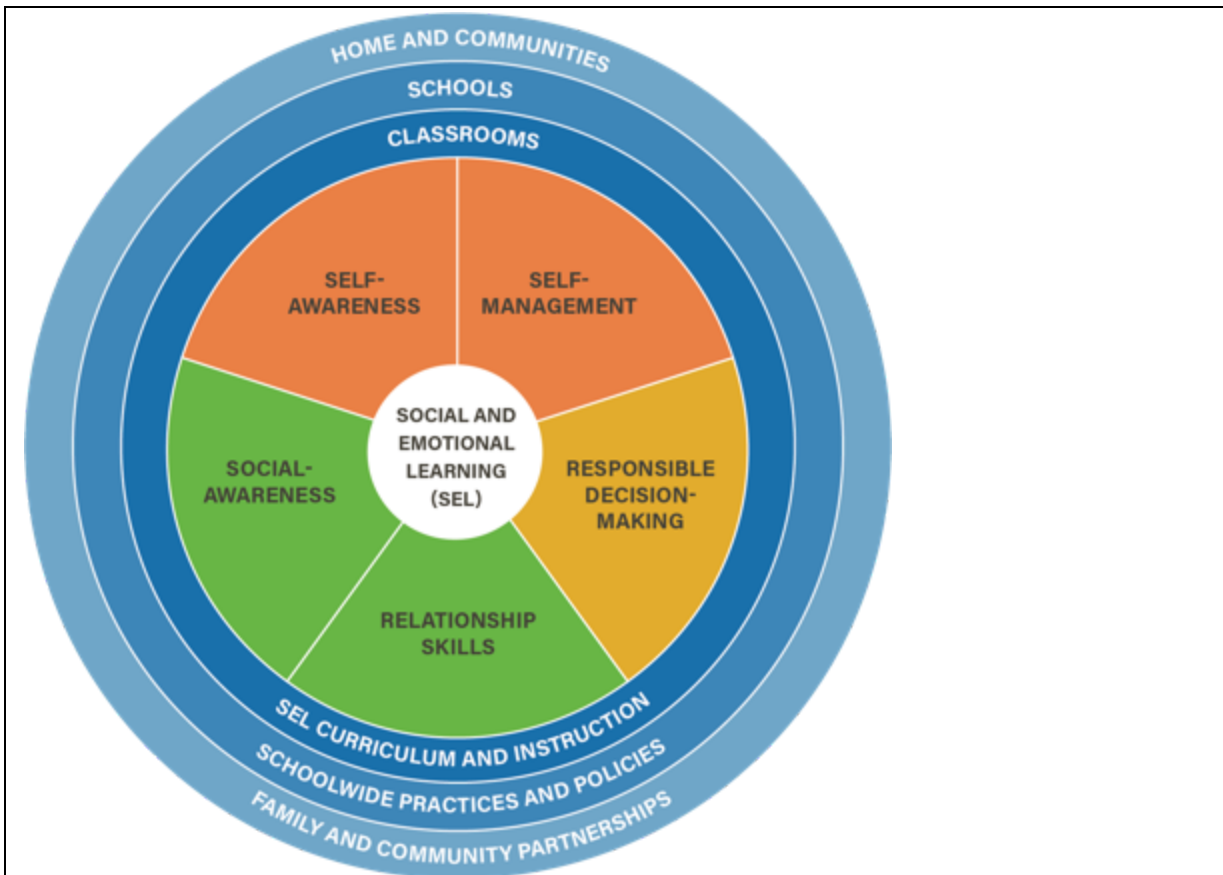




Course Syllabus

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 Support Class		
Instructor Name: Emily Denison	Contact Info: edenison@pps.net 971-336-1314	
Grade Level(s): 9, 10 or 11, 12		
Credit Type: elective	# of credits per semester: 0.5	
Prerequisites (if applicable): Students are placed in this class by a multidisciplinary team. There are no prerequisite courses.		
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 9-12th 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:		





This class will guide students in the 5 domains of Social Emotional Learning as identified by the Collaborative for Social/ Emotional Learning. Specific focus in ASC will be in Self Awareness, Self Management and Responsible Decision Making.

Course Details

Learning Expectations

Materials/Texts

In Person Learning:

Current Classwork from General Education Classes

Pencils, binder, journal and other materials- these can be provided to students if they don't bring them from home

Distance Learning:

District Chromebook or personal device

WiFi

Course Content and Schedule:

Self Awareness: Identifying emotions, Accurate self-perception, Recognizing strengths, Self-confidence, Self-efficacy

Self Management: Impulse control, Stress management, Self-discipline, Self-motivation, Goal-setting, Organizational skills

Responsible Decision Making: Identifying problems, Analyzing situations, Solving problems, Evaluating, Reflecting, Ethical responsibility

The Schedule for this course activities will be adjusted to meet the individual needs of students and guided by IEP goals.

Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other):
All students in this class are eligible for Special Education. Assignments from other classes are completed in this class and the teacher helps general education students differentiate instruction and implement accommodations and modifications on the IEP. Students have access to individual and small group learning and reteaching of content standards for other classes. Emphasis is placed on key learning targets.

Safety issues and requirements (if applicable):
Students in this class often have individual Behavior Support Plans and Safety Plans.

Classroom norms and expectations:
Students are expected to follow classroom rules that align with schoolwide rules and being FHS STRONG.

At Franklin, we **Strive** to be

Thoughtful	Spend time putting best effort towards learning
Respectful	Use respectful language, follow teacher directions
Organized	On time, assignments turned in
Neighborhoodly	Considerate of how our comments and behaviors impact others
Generous	Kind to others we share space with

Evidence of Course Completion

Assessment of Progress and Achievement:
Grading Daily Work ASC class Synchronous

3 = Meets expectations 2 = Meets	On time Transitions within limits set by teacher Speaks kindly with staff and peers Uses coping skills and options Focused on work
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<p>expectations with some help and reminders</p> <p>1 = Doesn't meet expectations</p>	<p>Work on prioritized work (assignments identified that need to be done first in order to pass classes related to credits for graduation)</p> <p>Effort is shown across all activities</p>
<p>If a student does not attend a live session class, they will not be graded for that day</p>	
<p>There may be asynchronous activities assigned to individual students related to CASEL standards that will be graded based on completion.</p>	
<p>Progress Reports/Report Cards (what a grade means): Grading will be A-F unless P/NP is determined by the IEP team A = 90%+ B = 80-89% C = 70-79% D = 60-69% F = 59% or below</p>	
<p>Career Related Learning Experience (CRLEs) and Essential Skills: <u>CRLEs (Career Related Learning Experiences) for ASC 11-12</u> Students may work toward their CRLEs in this class which are a graduation requirement. They may have some of the following opportunities:</p> <ul style="list-style-type: none"> ● Field Trips (visits to Colleges, career fairs, etc. based upon student goals for post high school) ● Guest Speakers ● Project Based Learning ● Opportunities related to the Transition Goals on individual IEPs 	
<p>Communication with Parent/Guardian</p>	
<p>What methods are used to communicate curriculum, successes, concerns, etc.?</p> <p>Parents receive communication weekly from either the classroom teacher or Social Worker via their preferred method of communication (text, email, phone call). Parents are also notified when students are not attending classes regularly or at any time partnership would be beneficial to the student.</p>	
<p>Personal Statement and other needed info</p>	
<p>SES Mission Statement 2020-21</p> <p>We are privileged to be given the responsibility to support amazing young people who have diverse backgrounds and varied stories about their educational experiences.</p>	

Every student is capable of growth and happiness.

Through patience, empathy and consistency we will work with students to achieve their social and academic goals at their pace.

We will keep expectations high and realistic as we work to promote the growth of our students.

With flexibility we will find ways, even during hard days, to move forward.

