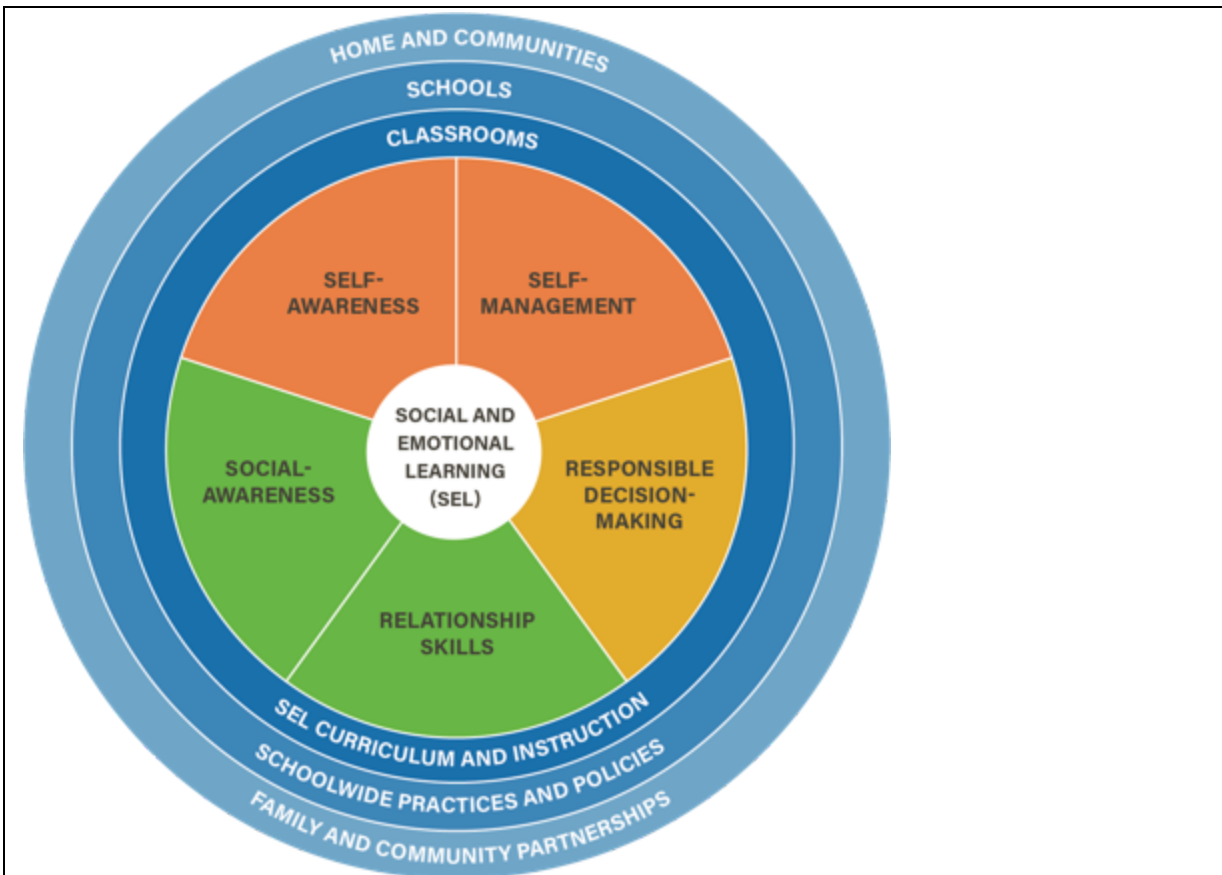




Course Syllabus

Franklin High School		2020-2021
Course Overview		
NOTE: For core classes, all elements of this section (except for name and contact information) are the same.		
Course Title: Communication Fundamentals		
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: Communication Fundamentals is a class intended for students to support and instruction in any or all of the following areas: communication and social/ emotional skills. Students are expected to bring current work in order to receive relevant support aligned to Common Core State Standards. In addition, material will be presented around the following topics: self esteem, self advocacy, organization and goal setting.		
Prioritized National/State Standards:		





This class will guide students in the 5 domains of Social Emotional Learning as identified by the Collaborative for Academic and Social/ Emotional Learning. Specific focus in Communication Fundamentals 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.

Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other):
Many students in this class qualify for special education and some qualify for ELL and Title X Services. The teacher will individualize approaches to working with students and families to identify barriers to educational success and help students identify resources and their inner strength to help overcome those barriers.

Safety issues and requirements (if applicable):
Any students with Behavior Support Plans or Safety Plans will meet with their teacher to discuss their current needs and strategies for maintaining safety.

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
Neighborly	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

<p>3 = Meets expectations</p> <p>2 = Meets expectations with some help and reminders</p> <p>1 = Doesn't meet expectations</p>	<p>On time</p> <p>Transitions within limits set by teacher</p> <p>Speaks kindly with staff and peers</p> <p>Uses coping skills and options</p> <p>Focused on work</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>
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If a student does not attend a live session class, they will not be graded for that day

There may be asynchronous activities assigned to individual students related to CASEL standards that will be graded based on completion.

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

Career Related Learning Experience (CRLEs) and Essential Skills:
CRLEs (Career Related Learning Experiences) for Communication Fundamentals
Students may work toward their CRLEs in this class which are a graduation requirement. They may have some of the following opportunities:

- Guest Speakers
- Project Based Learning
- Opportunities related to the Transition Goals on individual IEPs

Communication with Parent/Guardian

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

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.

Personal Statement and other needed info

Denison- Personal Statement

2020-21

I am privileged to be given the responsibility to support amazing young people who have diverse backgrounds and varied stories about their educational experiences.

Every student is capable of growth and happiness.

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

I 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.