

**Course number:** 2802ASK  
**Course title:** Academic Skills 11-12  
**Subject:** EL-Electives  
**Grade level(s):** 11, 12  
**Credits:** 1

**Course description:**

Academic Skills 11-12 is a class designed for students to get support and instruction in the following area: Completing and understanding work in their general education classes and meeting/achieving IEP goals.

**Prerequisites:**

Students are placed in the class by recommendation of their IEP Team

**Standards and final proficiencies:**

Students are awarded points for completion of in-class assignments. Students will be graded on an adjusted A-F grading scale, based on completion of class assignments and participation in class activities.

**Schedule of topics/units covered:**

The format for instruction in each class period will typically consist of the following:

1. A group check-in followed by 15-25 minutes of direct instruction designed to strengthen Social-Emotional, Math or Language Arts skills that also has embedded organizational skills and AVID strategies. The lessons will rotate each day, so all students get access to the same lessons and opportunities to practice skills.
2. Individualized check-ins/instruction which may consist of the following (based on student IEP goals and accommodations):
  - a) 1:1 Reading/Math/Writing help
  - b) Study skills/Organization (use of AVID strategies for note taking, highlighting, homework tracking)
  - c) Advocacy (case manager reaching out to general education teachers on behalf of students as needed)

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

**Instructional Materials:**

District adopted materials will be used to monitor progress and assess skill levels and needs. Web based resources, skill workbooks, teacher-created materials may also be utilized.

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

1. Students will be given a variety of opportunities to demonstrate proficiency or "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 to 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, report cards, etc.) for it to be included in figuring the student's grade.

3. Instruction and materials will be adapted to fit each student's 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.

**Assessment/evaluation/grading policy:**

Students will be graded on an adjusted A-F grading scale, based on completion of graduation requirements, class assignments, and participation in class activities:

90-100%=A

80-99%=B

70-89%=C

60-79%=D

0-59%=Pass/No Pass grading will be determined based on student's effort and attendance

If a student feels they want to re-submit an assignment to get a better grade, they are able to do so.

Students are welcome to submit missing work 2 days before the end of the grading period (quarter or semester grades).

**Behavioral expectations:**

Our classroom is a community. Students develop norms and expectations together during the first week 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.

At FRANKLIN HIGH SCHOOL, we:

Strive to be...

Thoughtful

Respectful

Organized

Neighborly

Generous

**Safety issues and requirements:**

All individuals' personal space and identity shall be respected. All district safety policies will be enforced.

**Teacher Contact Information:**

I believe in building relationships with all students. Every interaction has the potential to positively impact my students' sense of hope, purpose, belonging and self-efficacy. I am here to help students access instruction, make academic/personal progress, and experience success during their high school experience.

Communication is key to student success! Please feel free to contact me.

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**Franklin High School --- Portland Public Schools --- 2020-2021 SCHOOL YEAR**