

Course number: 1407CF

Course title: Communication Fundamentals

Subject: EL-Electives

Grade level(s): 9, 10, 11, 12

Credits: 1

Course description:

Communication Fundamentals is a general education 9-12 elective class which offers opportunities for students to be engaged in higher order thinking skills such as inquiry, problem-solving, investigation, and reporting. Strategies for recognizing and decreasing anxiety in both academic and home settings will be presented and practiced. Additional topics addressed: emotional regulation, distress tolerance and interpersonal effectiveness.

Prerequisites:

Students are placed in the class by recommendation of their school counselor, school psychologist, or special education case manager.

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 graduation requirements, class assignments, and participation in class activities.

Schedule of topics/units covered:

Learning objectives for this course:

- Recognize anxiety as it occurs in our bodies and in our behaviors
- Classify personal stressors at home, in school, and with peers
- Describe how the social environment affects health and well-being
- Practice strategies for managing and reducing stress, anger, and conflict
- Demonstrate the ability to take the perspective of others in a conflict situation
- Demonstrate pro-social communication skills
- Identify both negative and positive self-talk
- Demonstrate the steps in problem-solving, anger management, and impulse control
- Set goals to reduce life stressors
- Take active steps to build a supportive community in the school setting

Most assignments are designed to be completed in class. Students may be asked to keep a log periodically.

Academic vocabulary:

Students are encouraged to practice skills for success in the general education setting. Academic vocabulary will vary due to specific student goals. General academic language is reinforced with regard to subject areas.

Instructional Materials:

- *Don't Let Your Emotions Run Your Life For Teens: Dialectical Behavior Therapy Skills for Helping You Manage Mood Swings, Control Angry Outbursts, and Get Along With Others* by Sherry Van Dijk, MSW
- *The Mindful Teen: Powerful Skills to Help You Handle Stress One Moment at a Time* by Dzung X. Vo MD, FAAP

- *The Self-Compassion Workbook for Teens: Mindfulness and Compassion Skills to Overcome Self-Criticism and Embrace Who You Are* by Karen Bluth, PhD

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

1. Classroom accommodations will be provided to each student based on their individualized education plan (IEP) or 504 Plan. Additional accommodations may be provided based on the teacher's discretion.
2. 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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