



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: Mindy Pesicek	Contact Info: mpesicek@pps.net	
Grade Level(s): 9-10th		
Credit Type: (i.e. "science", "elective") elective	# of credits per semester: .5	
Prerequisites (if applicable): Students are placed in the class through a 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: IEP specially designed instruction and progress on individualized educational goals		
Course Details		
<i>Learning Expectations</i>		
Materials/Texts: Pen/Pencil, paper Chromebook or Cell phone Student Planner or Calendar Current Classwork from General Education Classes		
Course Content and Schedule: Restorative Practices: Students will meet daily in classroom circles 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. Each student will receive a copy of their IEP and instruction about their accommodations, modifications and individual goals. Students will be provided contact information for their case managers. Organizational skills for success: Using 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.

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).

Writing Skills: Daily in-class writing, technology to aid with grammar, spelling, and editing. Direct instruction in mechanics such as paragraph organization and essay writing.

Reading Skills: Comprehension strategies, methods for previewing texts, gaining context from unfamiliar vocabulary, context clues, and reference materials.

Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other): Web-based resources related to current coursework. Educational materials from various general education courses are modified or accommodated to each student's specific needs.

Students are encouraged to share music lyrics (teacher edited and reviewed for content and classroom appropriateness), current events, and/ or online media that helps generate rich discussion. These are viewed as both social and transitional skills to share thoughts, opinions, and ideas that bring the classroom community together.

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, using Avid and ELL Strategies to support learning.

Safety issues and requirements (if applicable): FHS has a strict no cyberbullying policy. Students are encouraged to report cyberbullying to their teacher or counselor. There is a link on the student handbook to make reports.

Classroom norms and expectations: At Franklin, we Strive to be

Thoughtful:

-We honor the diversity of our school

-We put time into our work

Respectful:

-We enter the virtual classroom quietly

-We treat the learning environment with care

Organized:

-We arrive to class with needed supplies or ask how to get them

-We keep track of assignments and activities

Neighborly:

-We greet others and interact positively

-We help people when they ask us

Generous:

-We offer a fresh start to peers, staff, and to ourselves

-We share space with other people virtually

Evidence of Course Completion

Assessment of Progress and Achievement: 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.

Progress Reports/Report Cards (what a grade means): Students make progress on their individual educational goals and progress on their goals is communicated quarterly through a progress report.

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.

Students are able to earn 4 points daily for being respectful towards self and others, trying your best, assignment completion, and IEP goal setting.

This class is graded A-F.

Career Related Learning Experience (CRLEs) and Essential Skills: 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

What methods are used to communicate curriculum, successes, concerns, etc.? Progress reports, report cards, IEP meetings, Parentvue in synergy, emails and remind texts are all used to communicate with parents.

Personal Statement and other needed info

Communication is the key to your student's success! Please feel free to contact me.

Mrs. Pesicek Contact Information:

Email: mpesicek@pps.net

I also check the remind app daily.