



## Course Syllabus

| Franklin High School   |   | 2020-2021 |
|--|---|-----------|
| <b>Course Overview</b>   |   |           |
| <b>NOTE:</b> For core classes, all elements of this section (except for name and contact information) are the same.  |   |           |
| Course Title: Academic Skills 11-12  |   |           |
| Instructor Name: Meagan Goldstein  | Contact Info: <a href="mailto:mgoldstein@pps.net">mgoldstein@pps.net</a><br>Work Number: (503) 298-5266 |           |
| Grade Level(s): 11, 12   |   |           |
| Credit Type: EL - Elective   | # of credits per semester: 1  |           |
| <b>Prerequisites (if applicable):</b><br>Students are placed in the class through their case manager's approval.   |   |           |
| <b>General Course Description:</b><br>Academic Skills 11-12 is a class designed for students to get support and instruction in the following areas: <ol style="list-style-type: none"><li>1. Complete Graduation Requirements, including the My Plan Essay, Resume, and Career Related Learning Experiences.</li><li>2. Work on postsecondary goals for Training, Employment, Education, and Independent Living Skills.</li><li>3. Receive instruction and support for current work from other classes in any or all of the following areas aligned to Common Core State Standards: reading, writing, social skills, classroom skills, organization, and math.</li><li>4. Extended time to complete tests and quizzes from other classes.</li></ol>  |   |           |
| <b>Prioritized National/State Standards:</b> Grade level Mathematics and ELA standards.  |   |           |
| <b>Course Details</b>  |   |           |
| <i>Learning Expectations</i>   |   |           |
| <b>Materials/Texts:</b> <ul style="list-style-type: none"><li>- Content/Notes from core classes</li><li>- Materials to meet individual IEP goals.</li></ul>  |   |           |
| <b>Course Content and Schedule:</b><br><i>Instruction in each class period will typically consist of the following:</i> <ol style="list-style-type: none"><li>1. Whole-group instruction in self-advocacy skills, reading and writing skills, organizational/study skills, mathematics skills, and transition skills, including AVID strategies as applicable.</li><li>2. Individualized instruction, which may consist of the following (based on student IEP goals and accommodations.)<ul style="list-style-type: none"><li>- Small groups for reading/math/writing</li><li>- Pull-out support for Social Skills groups and instruction.</li><li>- Push-in support from Speech and Language Pathologists</li><li>- 1 to 1 or small group instruction for self-advocacy and transition goals.</li><li>- Direct instruction for reading and comprehension strategies</li><li>- Study skills (use of AVID strategies for note-taking, highlighting, homework tracking, etc.)</li></ul></li></ol> |   |           |



3. Support with Essential Skills graduation requirements (My Plan Essay, Resume).
4. Breaks as needed as indicated by each student's IEP needs.

**Instructional Areas Include:**

**Self-Advocacy:** Students will be taught specific lessons targeting executive functioning skills and are 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 manager.

**Organizational skills for success:** Using calendar options 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 outside of class, etc.

**Math Skills:** using variables, locating resources, use of tools such as calculators and online programs to support learning such as Khan Academy and specific Algebra supports aligned with Common Core State Standards (CCSS).

**Writing Skills:** 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 using decoding skills, context clues, and reference materials.

**Essential Skills:** Students will work on completing essential skills graduation requirements in this class.

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

All instructions in this course is based upon student IEP goals and is tailored to each student's current academic needs, to prepare them for academic success in their other classes. Student interest areas and feedback on instruction is collected regularly to ensure all student instructional needs are met. Use of visuals, graphic organizers, word processing software, checklists, AVID reading strategies, and other organizational tools are used to support students in their coursework from other classes.

**Safety issues and requirements:**

All students and staff members deserve a safe space to learn and grow. All district safety policies are enforced.

**Classroom norms and expectations:**

*At Franklin, we Strive to be:*

**Thoughtful:**

- We challenge ourselves to meet a goal every day.
- We use our class time wisely by staying on task throughout the class period.

**Respectful:**

- We are kind to all learners in class (kind and open minded language, no personal put-downs or name calling).
- We treat the learning environment with care (put materials away when finished, talk quietly)

during individual work time, etc.)

Organized:

-We arrive to class with a personal daily goal in mind.

-We keep track of assignments and activities

Neighborly:

-We greet others and interact positively.

-We help people when we are able to.

Generous:

-We share space with other people.

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

*Evidence of Course Completion*

Assessment of Progress and Achievement:

Standards are based upon student's IEP goals connected to grade level state standards in language arts and mathematics, as well as instruction in other IEP goal areas as needed. Students are awarded points for completion of in-class assignments and by following classroom/Franklin high school expectations. This class is graded A-F.

Progress Reports/Report Cards (what a grade means):

A:

- Attentive to tasks and completes class activities, prepared with current work.
- 0 or 1 weekly warnings and consistent respect for peers and classroom.

B:

- Attempts assignments.
- Accepts redirection and contributes to positive school/classroom climate.

C-F:

- Struggles to meet Franklin STRONG agreements.
- Does not bring coursework or no attempt to complete daily lesson.

Career Related Learning Experience (CRLEs) and Essential Skills:

We will complete the My Plan Essay, Resume, and Career Related Learning Experiences in this course. Essential Skills is not a graduation requirement for the 2020-2021 school year.

**Communication with Parent/Guardian**

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

Email, Remind calls/texts, Quarterly IEP Progress notes, Google Meets meetings.

**Personal Statement and other needed info**

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