

## Course Syllabus

**Course Title:** Academic Skills 11-12

**Class Periods:** 2, 3

**Subject:** EL-Electives

**Grade Levels:** 11, 12

**Credits:** 1

### **Course Description:**

Academic Skills 11-12 is a class designed for students to get support and instruction in the following areas:

1. Complete Essential Skills Work Samples in Reading, Writing, and Math.
2. Complete Graduation Requirements, including the My Plan Essay, Resume, and Career Related Learning Experiences.
3. Work on postsecondary goals for Training, Employment, Education, and Independent Living Skills.
4. 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.
5. Extended time to complete tests and quizzes from other classes.

### **Prerequisites:**

Students are placed in the class through their case manager's approval.

### **Standards and final proficiencies:**

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.

### **Schedule of topics/units covered:**

Instruction in each class period will typically consist of the following:

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.
2. Individualized instruction, which may consist of the following (based on student IEP goals and accommodations.)
  - Small groups for reading/math/writing
  - Pull-out support for Social Skills groups and instruction.
  - Push-in support from Speech and Language Pathologists
  - 1 to 1 or small group instruction for self-advocacy and transition goals.
  - Direct instruction for reading and comprehension strategies
  - Study skills (use of AVID strategies for note-taking, highlighting, homework tracking, etc.)

3. Support with Essential Skills graduation requirements (My Plan Essay, Resumes, Career Related Learning Experiences (CRLE), Math, Reading, and Writing Work Samples.
4. Breaks as needed as indicated by each student's IEP needs.

**Instructional Areas Include:**

\*Learning about themselves: Writing a One-Page profile (describing themselves, their strengths and needs).\*

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 managers.

Organizational skills for success: Using school provided calendar 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: 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:**

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.

**Final Proficiencies:**

Students earn credit for this course by following the Assessment / Evaluation / Grading policy below to earn weekly points.

**Assessment / Evaluation / Grading Policy:**

\*\*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 receive a score of 0-5 for each week for meeting all of the criteria below:**

**Phone Use:** Franklin has a no-cell-phone policy in the classroom unless indicated by the teacher as technological appropriate time or by IEP/504 accommodations. 0-Does Not use phone appropriately 1-uses electronic device in accordance with school policy.

**Work quality:** (0- does not bring coursework or no attempt to complete daily lesson, 1-attempts assignments 2- attentive to tasks and completes lesson/activities, prepared with current work)

**Respect & Community (FHS Behavioral Matrix):** 0-struggles across domains (hallways, classroom, common spaces), 1-Accepts redirection and contributes to positive school/classroom climate, 2- 0 or 1 warnings and consistent respect for peers and classroom.

**Behavioral 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 they ask us.

Generous:

- We share space with other people.
- We offer a fresh start to staff, peers, and ourselves.

**Food Policy:**

Food is okay in the room as long as it doesn't become distracting and all items are cleaned up after students are done eating and drinking. If a student is unable to follow these policies, they will be asked to stop eating and drinking in the classroom.

**Electronics Policy:**

FHS has a strict no cell phone during classroom instruction policy. This means unless indicated by the teacher and/or posted signage stating: Technology OK--- students are not allowed to use their personal devices in-class.

Times that might warrant use: looking up a resource, using phone as a calculator, listening to music or books on tape during independent study, per IEP or 504 recommendations.

\*Students are encouraged to turn their phones off and to put them in their backpacks until the end of class if they are not using them for independent study purposes.\*

\*\*If students don't follow this policy, they will be given one warning to put their electronics away or fix whatever the problem is. If they aren't able to comply, their electronics will be held by a staff member until the end of class and then turned into administration, to be claimed by the student at the end of the school day. If it continues to be a problem, then the device will be taken to the office and only able to be picked up by a parent/guardian at their convenience. (FHS Student and Teacher Handbook).\*\*

**Safety Issues and Requirements:**

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

**Communication is the key to your child's success!**  
**Please feel free to contact me.**  
**Teacher Contact Information:**  
**Email: [mvance@pps.net](mailto:mvance@pps.net) Phone:(503) 916-5140 ext. 84396**