



## Course Syllabus

Franklin High School		2020-2021
<b>Course Overview</b>		
<b>Course Title:</b> CCE - College and Career Exploration		
<b>Instructor Name:</b> Dana Vinger	<b>Contact Info:</b>  dvinger2@pps.net  Remind Number, Period 1: 81010 and text @cceengli  Remind Number, Period 4: 81010 and text @cceenglis	
<b>Grade Level(s):</b> 9th		
<b>Credit Type:</b> Elective	<b># of credits per semester:</b> 1	
<b>Prerequisites (if applicable):</b> N/A		
<b>General Course Description:</b> CCE, College and Career Exploration, is a class that offers an opportunity for ninth grade students to gain exposure to the working world that they will one day enter and the ways that postsecondary options, including college, community college, and trades programs, will help them in the future. The intention is to “connect the dots” between school and career in ways that keep students motivated to continue to explore their interests throughout high school and to graduate with the skills they will need for the future. After having opportunities to reflect on their current strengths and curiosities, students in this course will gain exposure to a wide range of possible careers. We will also look at the basics of personal finance, the value of community service (social justice and equity), and the general expectations for college entrance, trades programs, and scholarships.		
<b>Standards:</b>  These standards are targeted towards 9th grade English, but we will begin to explore these standards during CCE.  1) 9.2 - Informative/ Explanatory Writing - students can organize and explain my ideas in writing.		



<ul style="list-style-type: none"> <li>2) 9.1 - Cite Text Evidence - students can choose relevant text evidence.</li> <li>3) 9.3 - Narrative Writing - students can use elements of fiction to write detailed accounts of their life experiences.</li> <li>4) Social Justice Standard - Identity 3 - Students know that all their group identities and the intersection of those identities create unique aspects of who they are and that this is true for other people too.</li> <li>5) Social Justice Standard - Justice 12 - students can recognize, describe, and distinguish unfairness and injustice at different levels of society.</li> </ul>	
<b>Course Details</b>	
<i>Learning Expectations</i>	
<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● Multnomah County Library Card</li> <li>● Book of Choice for Silent Sustained Reading</li> <li>● Pen, Pencil, Paper</li> </ul>	
<p><b>Course Content:</b></p> <ul style="list-style-type: none"> <li>● Community Building and Identity</li> <li>● High School Success</li> <li>● Critical Thinking and Communication</li> <li>● College and Career Exploration</li> <li>● Budgeting and Resumes</li> <li>● Community Service / Social Justice and Equity</li> </ul>	
<p><b>Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other):</b></p> <p><b>Special Education/Individual Needs –</b> Accommodations indicated by Individual Education Plans and 504 plans will be made in cooperation with students, special education teachers and parents. Some standard accommodations include, but are not limited to, use of available technology, additional scaffolding and extended time to write and work on larger assignments.</p> <p><b>ELL –</b> Strategies used in this class to address ELL needs will include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>● Posting clearly defined content and language objectives</li> <li>● Emphasizing key vocabulary</li> <li>● Providing clear expectation of tasks, slower speech, increased wait time for student response, etc.</li> <li>● Scaffolding techniques to support student understanding</li> <li>● Allowing for frequent opportunities for student interaction (pair-shares, small and large group work)</li> </ul>	

- Using activities that integrate reading, writing, speaking and listening
- Providing regular feedback

**TAG –**

Strategies used in this class to address TAG needs will include, but are not limited to, the following:

- Challenge prompts
- Flexible grouping
- Independent based learning
- Cluster grouping of TAG students

**Safety issues and requirements (if applicable):** N/A

**Classroom norms and expectations:**

- Camera on and mic off when not talking (as works for you)
- Chat and hand-raising (add on and physical)
- Be present (limit multi-tasking)
- Be prepared to collaborate and self reflect
- Step up, step aside (share your perspective, monitor air time)
- Hold space for multiple perspectives and lived experiences

Strive to be:

Thoughtful  
Respectful  
Organized  
Neighborly  
Generous

There will be no racist, sexist, or homophobic language of any kind.

*Evidence of Course Completion*

**Assessment of Progress and Achievement:**

This is not a perfect system. Students will be measured on the degree to which they have engaged in class work, and our ability to engage right now is significantly impacted by our home lives, our

lived experiences, the world around us, and more. Therefore, as needed, I will be using my professional discretion to make individualized decisions about student grades based on engagement, quality of work, proficiency, alternate assignments, etc.

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

- Individual assignments entered into the gradebook will be graded on completion and participation. All assignments will be given scores out of 10. Fully complete assignments will receive a 10/10. Please note that fully complete means that I can tell you spent SOME time on it.
- An A in CCE means that you have completed 90 to 100% of the course work; a B means that you have completed 80 to 89% of the coursework; a C means that you have completed 70 to 79% of the course work and so on.
- If ever you have any questions about your grade, PLEASE REACH OUT! If you find that you are falling behind, PLEASE REACH OUT! If you have questions about an assignment, PLEASE REACH OUT!

**Career Related Learning Experience (CRLEs) and Essential Skills:**

During CCE, students should secure one of their two Career Related Learning Experiences needed in order to graduate. I am not exactly sure what this will look like with virtual learning, but in the past students attended a Career Fair to earn their one CRLE. More to come on this issue.

**Communication with Parent/Guardian**

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

Emails, phone calls, messaging through Remind, Google Meets. If ever you have a question or a concern, please don't hesitate to reach out.

dvinger2@pps.net

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**Personal Statement and other needed info**

