



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 9/21/20 . 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 Allies	
Instructor Name: Anna Escalada York	Contact Info: ayork@pps.net
Grade Level(s): 10-12	
Credit Type: (i.e. "science", "elective") CTE	# of credits per semester: 1.0
Prerequisites (if applicable): None. It is suggested that students take Introduction to Education before taking Academic Allies	
General Course Description: Academic Allies are paired with a teacher at Franklin to support students within their classroom. Allies are role models to their peers. They work with individual students or small groups within the classroom to help support their fellow students in mastering the content. Students will also reflect on their learning through assignments they will be completing throughout the semester.	
Prioritized National/State Standards: Oregon CTE -Education Preparation Standards: <ul style="list-style-type: none">● Employ knowledge of learning and developmental theory to describe individual learners.● Identify materials and resources needed to support instructional plans.● Demonstrate flexibility and adaptability in instructional planning.● Identify resources and support services to meet learners' needs.	
Course Details	
<i>Learning Expectations</i>	
Materials/Texts Students will be provided with materials through Canvas including video clips, readings, and podcasts. In addition, additional resources (such as documentaries and other films found on Netflix and other streaming services) will be shared with students as an <u>optional resource</u> , but not required.	
Course Content and Schedule: <ul style="list-style-type: none">● Identify materials and resources needed to support instructional plans.● Demonstrate flexibility and adaptability in instructional planning.● Identify resources and support services to meet learners' needs.	



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

1. Choice: Students will be given a variety of opportunities to demonstrate proficiency or "show what they know." This will vary by project or test, but all students will be given at least two different options on how they finish the assignment and show mastery of the objectives. Please don't hesitate to reach out to me if you have questions.

2. Materials and levels of questions and expectations will be adapted to fit your student's needs. This may include how they will receive information, how and what they are expected to learn the material, or how they are to demonstrate their knowledge.

3. Expectations will be adapted to fit your student's needs. All students will be expected to understand the general ideas presented in class. Some students will be required to learn and understand more complex ideas. This will be partially based on the student's abilities, but also on the type of credit the student will be earning, either a modified or standard credit.

Other strategies that will be used on a regular basis:

- Questioning strategies
- Various graphic organizers to support learning
- Varied writing prompts

Safety issues and requirements (if applicable):

Students will behave in a safe and responsible manner while online in the "classroom" and in breakout rooms. Students will practice positive digital citizenship.

Students are going to be supporting other students with their academic work. It is important for Academic Allies to serve as role models to their peers-being Franklin STRONG in their dealings with students in the class where they are an Ally. In addition, they will want to share any harmful behaviors or not appropriate to their teacher. If unsure, they should share with their cooperating teacher or Anna York.

Classroom norms and expectations:

Google Meet Tip Guide

Mute your mic when you enter & are a listener.



Actively listen while others are speaking.



Turn on your video if you feel comfortable doing so.



Use the “raise your hand” feature when you are ready to share and wait to be called on.



Participate on-topic verbally or in chat bar.



The chat bar is a great tool to share questions you don't want to forget about.



Evidence of Course Completion

By the end of the course the student should be able to:

- Understand and advocate for laws and strategies that support students
- Find tools and resources that help the students in their classroom
- Demonstrate their own learning on how to best support students, including demonstration of how the strategies they have used best meet students' needs based on their development and individual needs.

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

Grades are derived from students' evidence of learning. Daily work, essays, projects, formative and summative assessments.

I use a total points system without categories.

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below

Career Related Learning Experience (CRLEs) and Essential Skills:

- Students will participating in project-based learning throughout the term
- Students will be participating in practicum work for the majority of the term.

Communication with Parent/Guardian

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

I will be sending out emails to all families every two weeks with upcoming dates and important information. Individual successes and concerns would also be sent as needed to individual families.

Personal Statement and other needed info

I am so excited to be working with your family and students this term. Please don't hesitate to let me know if there is anything I can do to help you or your student be successful in the class!

