



## Course Syllabus

Franklin High School		2020-2021
<b>DIRECTIONS:</b> For each course, complete the syllabus and share with your evaluating/supervising administrator <b>as a pdf</b> ("File-download-PDF document") <b>by 9/28/20</b> . Syllabi will be posted on the FHS website under your name for the public to view.		
<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 Center		
Instructor Name: Chris Richman	Contact Info: crichman@pps.net	
Grade Level(s): 9, 10 & 11		
Credit Type: SPED/elective	# of credits per semester: .25	
Prerequisites (if applicable): Students are placed in the class through multidisciplinary team referral. Students in this class are eligible for special education and have a placement of general education with learning center support.		
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 to ASC in order to receive relevant support aligned to Common Core State Standards. This course serves 9th, 10th and 11th graders in an effort to support their IEP goals and SDI which can include the following areas: English/Language Arts, Math, Writing, School/Classroom Skills, and Social/Emotional learning.		
<u>Prioritized National/State Standards:</u> As directed by student's Individual Education Plans		
<b>Course Details</b>		
<i>Learning Expectations</i>		
Materials/Texts: 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. Materials will vary depending on students individual work.		
Course Content and Schedule: <i>Self-Advocacy:</i> Self-advocacy definition, help students understand their IEPs and how accommodations are tools for them to use to be more successful in educational settings. Encourage student participation in creation of their IEPs as well as attending meetings. Scheduled appointments with general education teachers.  <i>Organizational skills for success:</i> Use of planners/digital calendars to track assignments, arriving with appropriate materials to work, support in organizing canvas to increase ease of use. Individual meetings for support, assist with self-advocacy with gen ed teachers.		



*Restorative Practices:* Students will meet daily to build community, discuss restorative concepts and skills and solve individual and community problems.

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

*Writing Skills:* Graphic organizers, technology to aid with grammar, spelling and editing. Small group and/or individual instruction in the mechanics of writing such as paragraph organization and essay writing.

*Reading skills:* Comprehension strategies (making connections, reading w/ a purpose...), methods for previewing texts, gaining context from unfamiliar vocabulary using decoding skills, context clues and reference materials.

Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other): Due to the nature of this course, after relatively short whole group meeting time/instruction all work is differentiated to the individuals needs.

Safety issues and requirements: N/A

Classroom norms and expectations:

Franklin **strong** means at Franklin we:

**Strive** to be

**Thoughtful-** We honor the diversity of our school and put time into our work.

**Respectful-** We enter the classroom quietly and we treat the learning environment with care.

**Organized-** We are prepared for class or ask for help in getting needed supplies and we keep track of assignments and activities.

**Neighborly-** We greet others and interact positively and we help people when they ask us.

**Generous-** We share space with other people and 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. Students are allowed to use cell phones during daily breaks, and during guided study hall, provided they are still able to complete work. If students' cell phone interferes with them and/or others from completing work, that student may lose the privilege to use their phone during this time. (FHS Student and Teacher Handbook).

*Evidence of Course Completion*

Assessment of Progress and Achievement: Students will have multiple opportunities throughout the quarter to meet individually with their teacher, review class data, assignment logs and to track their progress.

Progress Reports/Report Cards (what a grade means): Students will be working at their own academic and functional levels. Final proficiencies will differ from student to student. Grades will be awarded based on participation, effort and assignment completion.

Career Related Learning Experience (CRLEs) and Essential Skills: Transition and/or vocational IEP goals, interest inventories to be used in transition planning, college/career activities through FHS media center/CCE

**Communication with Parent/Guardian**

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

Email

IEP meetings

Phone calls

Zoom/google meet video conferencing

**Personal Statement and other needed info**

In the ASC class I am dedicated to using restorative practices as a means of problem solving in an attempt to capture multiple perspectives and arrive at agreeable solutions. I believe mutual respect is paramount in building community and problem solving. My promise to you is to listen, to be compassionate and to empower individuals to work towards solutions to whatever problems they may encounter.