Seaside High School- Syllabus 2015-16

**Course Title:** Learning Center

**Course Description:** Teaching skills and supporting students to meet their IEP goals.

**Faculty:** Julie Greene

**Email:** [jgreene@seaside.k12.or.us](mailto:jgreene@seaside.k12.or.us)

**Text/Course materials:** available on request, varied per term and student

**Common Core State Standards** developed in this Course:

* Reading: Demonstrate general understanding of grade-level literary text.
* Writing: Pre-write, draft, revise, edit, and publish across the subject areas.
* Speaking and Listening: Communicate supported ideas across the subject areas.
* Math: Apply and adapt a variety of appropriate strategies to solve problems. Accurately solve problems that arise in mathematics and other contexts.

**Career related**:

Act as a responsible and contributing citizen and employee.

* Apply appropriate academic and technical skills.
* Attend to personal health and financial well-being.
* Communicate clearly and effectively and with reason.
* Model integrity, ethical leadership and effective management of time.
* Plan education and career paths aligned to personal goals.
* Use technology to enhance productivity.

**Grading Policy**: Grading is A-F. Grade is based on daily demonstration of career related common core standards. See sample grading sheet created from student’s IEP goals. Progress on academic standards is reported on IEP report cards.

**Classroom expectations:** Attend every day, on time, prepared, respect yourself and others, ask for help when needed, and do your best work. All the skills you need to be successful in a job and/or college. Personal electronics not allowed.

Sample Grading Sheet

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 100-91 points per week =A, 90-81 points per week= B

School Term: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 80-71 points per week=C, 70-61 points per week= D

Week of:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 60-0 points per week = F, failing, no credit

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| --- | --- | --- | --- |
| **DAY** | **SKILL AREA** | **CHOICES** | **DAILY SCORE** |
| Monday | Based on each student’s IEP goals | Was assignment/task completed? | 20 points |
| Tuesday |  |  | 20 points |
| Wednesday |  |  | 20 points |
| Thursday |  |  | 20 points |
| Friday |  |  | 20 points |
| **WEEKLY TOTAL** |  |  | 100 total possible points |

|  |  |
| --- | --- |
| **SKILL** | **STUDENT’S IEP GOALS** |
| Reading | Apply reading strategies to class materials  Monthly reading assessment |
|  |  |
| Writing | Increase skills in six writing traits  Monthly writing assessment |
|  |  |
| Math | Solve equations correctly, improve speed  Monthly math assessment |
|  |  |
| Study Skills, Organization | Bring materials daily  Complete daily planner  Turn in assignments on time |
|  |  |
| Transition/Career readiness | Attend class on time, daily  Respect self and others, cooperation  Complete work in all settings  Complete transition materials |

This is a sample of how students are graded. Students need at least 60 points per week to pass. To earn credit you must attend regularly. **If you miss more than 10 days per term, and are not able to make up missing work, you are in danger of not passing and not earning elective credit for this class.**