

Course Syllabus
Skills for College and Career Readiness
Teacher: Anne Hill
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This course is designed to help students (9 -12) who have an IEP and need support to develop or reinforce skills for successful academic work and progress toward IEP goals as well as prepare for the world outside of high school. This course will also have an emphasis on supporting students in meeting language arts standards in their English classes. It will focus on learning strategies, techniques, principles, or rules that help students learn to independently complete tasks. Each student's IEP goals and objectives will be addressed privately during this time. In addition, students will be expected to monitor coursework and progress in all their academic classes. They will complete weekly grade checks to assess and make a plan of action for any upcoming or incomplete formative or summative assessments.

Approximately 50% of this class will be used to teach school success strategies that support students reading, writing, organization needs and will help students meet IEP goals. The other 50% of this class will be used to work on individual IEP goals, projects, unfinished work and test study.

It is expected that a student completes homework at home and not rely on this class to complete it. High school students need to practice doing work outside of school as it is a vital part of success in post-secondary education, and in many careers.

Throughout the year, Skills for College and Career Readiness supports the IB learner profile by working on reading, writing and speaking activities to help students become inquirers, knowledgeable, thinkers, communicators, principled, open minded, risk takers, balanced, caring, and reflective.

Materials:

1. Pen/Pencil
2. iPad
3. General education books/assignments (make up work, or unfinished work), when time allows

Texts: Individual Education Plans, general education curriculum, and a variety of electronic resources will be used.

Methodology: In the MYP, teachers work together to develop a variety of methodologies, focusing on approaches to learning, especially critical thinking and reflection. Individual and collaborative active learning strategies are at the heart of classroom instruction. Real world connections and opportunities to investigate and solve problems will help students become

world citizens who understand contemporary issues with a depth and wisdom drawn from the experience of the past.

AVID WICOR (writing, inquiry, collaboration, organization, and reading) strategies will be employed to teach post-secondary and career readiness skills to students as well as help them meet their IEP goals.

Classroom Expectations:

- Be on time and ready to learn
- Be respectful of self and others, as well as property
- Be prepared (plan ahead and bring assignments from other classes to complete if time allots)
- The environment will be quiet and productive
- Cell phones are not allowed in class per the Highland Park Senior High policy
- Students should bring their Saint Paul Public Schools iPad charged each day

Assessment: Student learning will be assessed throughout units using both formative and summative assessments. Formative assessments will include items such as daily class activities and weekly tracking of missing assignments by the students. Summative assessments will include organization checks, individual projects, and progress on IEP goals and objectives.

Class Activities:

- Lecture/video
- Classroom activities (group discussions/exercise, etc.)
- Reading comprehension and written assignments
- Study groups
- Weekly progress monitoring of classes

Grading: Please refer to the Highland Park Grading and Assessment policy at the Highland Park Senior High website.

Academic Honesty: Please read Highland Park's Academic Honesty policy at the Highland Park Senior High website.

***For the status of assignment completion and class grades please check Schoology.**

Ms Hill's Skills for College and Career Readiness

I read and understand the information presented in the course outline. Please detach and return this form by Friday, week one of school.

_____ Student Signature/Date

_____ Parent/Guardian Signature/Date

Parent/Guardian Contact Information:

Parent/Guardian Name(s)

Home Phone:

Work Phone:

Cell Phone:

Preferred phone number H/W/C and preferred time for phone calls

Email: