

FULLERTON JOINT UNION HIGH SCHOOL DISTRICT

## **Opportunity Program** (Synchronous Online) **Course Syllabus\***

### **2020-21**

**Acad Intervention/R180 - Math Essentials/M180 - Academy**

**Teacher: Ms. Kristina Dean / Room 5006 / kdean@fjuhsd.org**

### **Classroom Priorities:**

- Teamwork
- Cooperation
- Mindset
- Progress

### **LVLS Attendance and Behavior Expectations:**

- Get to Class
- Pay Attention
- Study
- Be Respectful
- Self-Monitor/Reflect (Take Ownership)

### **Tips for a Successful Semester:**

- Come to class as rested as possible.
- Take care of yourself.
- Check GClass daily and set alerts for updates.
- Remember, my goal is to support your future & success!

YOU'RE WRITING THE STORY OF YOUR LIFE ONE MOMENT AT A TIME. ~Doc Childre and Howard Martin

Welcome to my class! My name is Kristina Dean, and I have been a part of FJUHSd since 2003. I've worked specifically with at-risk students since January 2005. My interest in alternative education is based on my own experiences in high school and college. One personal goal is to help students discover their own motivation and path to success (sooner in their lives than I did).

**Please keep this digital syllabus for your records and sign the Google Form at the end.**

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## General Course Information

**Course Grading Guidelines:** (Based on a STANDARD, non-curved scale)

100% - 90% = A+- 89% - 80% = B+- 79% - 70% = C+- 69% - 60% = D+- 59% and below = NM

### **Late Classwork Policy**

Late work is accepted on an individual basis. Students should meet with me during the support period to determine how to make up missed work. Some grades are an evaluation of group activities and class experiences that cannot be duplicated by individual make-up, and the letter grade of an absent student may be adversely affected.

### **Participation**

A student's ability to participate constructively in a classroom setting is essential for their own success and respects the rights of others to learn. Participation is assessed daily in multiple ways. A student who is not in class will have difficulty earning participation. Many participation assignments close on the period they are assigned. Students who are tardy, disruptive, defiant, disrespectful, or habitually unprepared may not earn full participation.

### **Substitute Teacher Participation Policy**

Though having a substitute teacher in class is not ideal, it is sometimes necessary. I have very high expectations for students during that time. If I am absent, a separate participation score for all students in class may be issued, based on the report provided by both the sub and/or classroom aide.

### **Cell Phone Policy**

Cell phones are disruptive, and should be **kept in student backpacks at all times** unless otherwise instructed, and may be confiscated or placed in a Yonder pouch if visible or in use during class. Habitual in-class use may result in an administrative meeting with parents.

## COVID-19

*Dear Parents, Guardians, and Students:*

*It's hard to say anything less than **wow**, regarding our current situation. Things change quickly. My goal is to guide and keep my learners on track for academic and personal success. Most importantly, we can't get through this without kindness, patience, flexibility, and understanding. Please feel free to reach out to me with any questions, comments or concerns regarding anything I can do to support students!*

## **Specific Course Information**

### **Course Title: Acad Intervention/Read 180/E1**

**Length of Course: Semester - Units of Credit: 10 (two-period class)**

#### **Course Description and Goals**

READ 180 is designed to help struggling readers improve reading comprehension skills through the use of scaffolded lessons and software. However, students who are successful readers may still find this course helpful. Skills taught and practiced in this classroom can be used in all aspects of school and life.

#### **Grading Categories**

<p><b>Class Participation = 20%</b></p> <ul style="list-style-type: none"> <li>• <b><u>22 base points bi-weekly</u></b></li> <li>• <b><u>Additional bi-weekly points awarded through other sources &amp; activities (Ex: Google Classroom, Zoom, GoGuardian) Extra credit possible.</u></b></li> </ul>	<p>2 base points possible each day, with a bi-weekly bonus of 2pts, for perfect attendance and punctuality. Tardy students may still earn up to one (1) daily base points. Classroom behavior, progress and preparedness are also considered and included.</p> <p>Google Classroom and other participation points awarded.</p>
<p><b><u>Text &amp; Skills= 20%</u></b></p>	<ul style="list-style-type: none"> <li>• Various assignments provide skills, practice, and review. Please see LATE CLASSWORK POLICY in General Course Information.</li> </ul>
<p><b><u>Portfolio &amp; Assessments = 20%</u></b></p>	<ul style="list-style-type: none"> <li>• Students are assessed and expected to show growth.</li> <li>• Students will reflect on assignments and progress.</li> <li>• Other various portfolio items included.</li> </ul>
<p><b><u>Independent Reading = 15%</u></b></p>	<ul style="list-style-type: none"> <li>• Students will read books within their Lexile reading range for optimal growth. Group reading is also practiced.</li> </ul>
<p><b><u>Software = 25%</u></b></p>	<ul style="list-style-type: none"> <li>• Students complete workshops each week, containing spelling, comprehension, word analysis and reading practice. Students may work on software after school to make up for absences.</li> </ul>

**Fact:** Wearing needed glasses can make the difference between success and failure in the classroom.



## **Specific Course Information**

### **Course Title: Math Essentials/M180**

**Length of Course: Semester - Units of Credit: Five**

#### **Course Description and Goals**

Math Essentials/Math 180 is a course designed for the student who intends to take higher level math courses but is not ready for Algebra 1. The course will improve the student's competence with mathematical reasoning and will increase self-confidence in mathematics. Course content will focus on algebraic, geometric, and statistical reasoning. We are now using Math 180 to ensure student success.

#### **Intro Algebra Skills/Concepts & JumpSTART-Math (Math 180) Grading Categories**

<p><b><u>Class Participation = 20%</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>22 base points bi-weekly</u></b></li> <li>• <b><u>Additional bi-weekly points awarded through other sources &amp; activities (Ex: Google Classroom, Zoom, GoGuardian) Extra credit possible.</u></b></li> </ul>	<p>2 base points possible each day, with a bi-weekly bonus of 2pts, for perfect attendance and punctuality. Tardy students may still earn up to one (1) daily base points. Classroom behavior, progress and preparedness are also considered and included.</p> <p>Google Classroom and other participation points awarded.</p>
<p><b><u>Text &amp; Skills = 20%</u></b></p>	<p>Students practice daily skills and routines, including a Do Now!, Guided Learning Practice, and an Exit ticket. Some assignments will be on Google Classroom, and various games are included. Additional skills practice is assigned during class time. Please see LATE CLASSWORK POLICY in General Course Information.</p>
<p><b><u>Software = 30%</u></b></p>	<p>Students are expected to follow the class pace, and balance time throughout the program's sections. Students may work on Math 180 app/program at home to make up for absences or slow progress. Additional practice through home use of Brain Arcade, is expected. Other software selections are used in this class.</p>
<p><b><u>Assessments = 30%</u></b></p>	<p>Most assessments are based on Mskills text. For SMI scores, students are expected to show growth.</p>

## Specific Course Information

### Course Title: Academy



**Length of Course: Semester - Units of Credit: Five**

### Academy Course Description and Goals

The academy course is designed to promote student growth by teaching necessary organizational, communicative, and emotional skills in order to become college and career ready. Our class focus is based on 3R's: Recovery, Relationships, Routines. Students are given time to complete homework/credit-recovery contract assignments. **(Ideally, students should earn/complete one credit of unit makeup each week.)** Additionally, students gain skills for connecting with both peers and adults. Finally, students practice weekly routines that lead to academic success.

### Grading Categories

<p><b>Class Participation = 20%</b></p> <ul style="list-style-type: none"> <li>• <b><u>22 base points bi-weekly</u></b></li> <li>• <b><u>Additional bi-weekly points awarded through other sources &amp; activities (Ex: Google Classroom, Zoom, GoGuardian) Extra credit possible.</u></b></li> </ul>	<p>2 base points possible each day, with a bi-weekly bonus of 2pts for perfect attendance and punctuality. Tardy students may still earn up to one (1) daily base point. Classroom behavior, progress and preparedness are also considered and included.</p> <p>Google Classroom and other participation points awarded.</p>
<ul style="list-style-type: none"> <li>• <b>Classwork = 20%</b></li> </ul>	<p>Classroom assignments, goal setting &amp; academic progress are examples of work included.</p>
<ul style="list-style-type: none"> <li>• <b>Homework Contracts = 60%</b></li> </ul>	<p>Each Homework Contract Credit represents 15 hours of classroom instruction. To be successful, <b>contracts must be part of a daily homework routine.</b></p>

**KEEP THIS DOCUMENT FOR YOUR RECORDS**

**Digital Signature Page: *Coming Soon!***