

# SYLLABUS

**Course Name:** Resource 11

**Course Number:** XSR301/302

**Teacher Name:** Luke Maas

**Teacher Phone:** 552-5413

**Teacher Email:** lmaas@dbqschools.org

**Office Hours:** My room number is L003. You can generally reach me before or after school in the Special Education office (B220). You can also reach me during my prep period, which is from 12:41-1:28.

## Course Description

This year-long, two-credit course is intended for students entitled to special education services who need additional instruction designed to support them in the general education curriculum. Students learn reading strategies they can use with text typically encountered in eleventh grade courses such as literature, U.S. History, and Physical Science. Students learn strategies to support their success in writing tasks required in eleventh grade as well as strategies for tackling math concepts encountered in eleventh grade. Students are instructed in test-taking strategies designed to support them as they prepare for post-secondary education. Students continue instruction in responsible use of technology, working collaboratively, leadership development, ethical behavior, time management, stress management, accessing school and community resources, social responsibility, self-advocacy, and individual plans for graduation and transition to life after high school. Also included is instruction specifically designed to meet their Individual Educational Plan goals.

**COMMENT:** This course is offered as a credited class.

At the end of this course, you should be able to ...

- Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
- Understand the relevance of academics to work, home, and the community.
- Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others □  
Apply digital tools to gather, evaluate, and use information.
- Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- Demonstrate initiative and self-direction through high achievement and lifelong learning while exploring the ways individual talents and skills can be used for productive outcomes in personal and professional life.
- Manage money effectively by developing spending plans and selecting appropriate financial instruments to maintain positive cash flow.
- Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.

## **Required Materials**

To be successful in this course you will need:

- pens/pencil
- homework
- Agenda
- Folder/Binder with coursework and handouts

**Units of Study:** The units of study based on students' IEP goals and/or general education coursework. These units MAY include: Technology literacy, employability skills, financial literacy and health literacy, and transition assessments. You will develop an online organizer to help you keep your schoolwork and life organized. This organizer will also contain resources and strategies to help you throughout your high school career.

## **POLICIES AND PROCEDURES**

### **Evaluation**

This class follows the Dubuque Community Schools grade policy. Grades based on the total points earned for completing work, using class time appropriately, using the agenda/assignment notebook, attendance, and organization of materials.

### **Grading Scale:**

A 93 – 100	C 73 – 77
A- 90 – 92	C- 70 – 72
B+ 88 – 89	D+ 68 – 69
B 83 – 87	D 63 – 67
B- 80 – 82	D- 60 – 62
C+ 78 – 79	F 59 and Below

### **Make-up Work**

Students have one day for each day they are absent to make up missed class work. If a student has missed instruction required to complete make-up work, this instruction can be made up before or after school upon arrangement with the instructor. If a student has missed a day of school, it is the student's responsibility to check in with the instructor to see if any assignments or instruction need to be made up. Tests can be completed within one week of the absence and may include an alternative form of testing.

## **Behavior Expectations**

- Prepared: Two feet in when the bell rings, have necessary materials, have agenda
- Responsible: Be honest, comply with adult requests, leave no food trace, appropriate use of technology
- Inclusive: Be respectful, help each other, stand up for others, collaborate with classmates
- Dignified: Respect personal property, allow others the best opportunity to learn, resolve conflicts with maturity
- Empowered: Participate in class, be an active and respectful listener, respect opinions of others, ask questions when you need help

## **Attendance Policy**

Any day or part day of instruction missed, whether excused or unexcused impacts a student's learning. Families play a key role in making sure their children attend school on time every day. It is important that both schools and families understand why attendance is important for school and success. Parents/guardians are strongly urged to schedule vacation during the summer and various breaks in the school calendar. All students including students over the compulsory attendance age will be held to the Dubuque Community School District attendance policy.

## **Electronic Devices:**

While in the classroom for Resource 11, electronic devices must be stowed away in a back pack or pocket. If a student chooses to use an electronic device (cell phone, iPod, etc.) the student will receive one warning to put it away. If the student needs a second reminder of the policy, staff will collect his/her electronic device until the end of class. A phone call may also be made to parents to work out a plan to manage electronic devices. During special work periods for projects, students may listen to music with teacher permission and at a low volume. If the device becomes distracting in any way, privilege to use it will be lost. After today no warnings will be given.

## **Behavior Interventions:**

All behavior interventions will follow the Dubuque Community School District Policy 5200. Please refer to your student planner for this policy.

## **Strategies and Interventions:**

Your past performance will be considered in class (when applicable), the circumstances of the concern and the seriousness of any incident you are involved in will be considered when choosing a strategy or intervention to help improve your academic or behavioral success. Every effort will be made to accommodate and assist you to be successful. Interventions may include additional individual instruction before or after school, referral to a LRC for additional help and/or instruction, and implementation of accommodations specified in the IEP.

**Teamwork and respect are very important.**  
**Every choice, good or bad, has a consequence.**

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I have read and understand the expectations of Mr. Maas's Resource 11 Class

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Student Signature

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Date

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Parent/Guardian Signature

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Date