

## Resource 12

Ms. Maria Araeipour  
Room A104

### COURSE DESCRIPTION:

This is a year-long, non-credit course designed for special education students who receive the majority of their instruction in the general education curriculum. Instruction includes learning strategies necessary to be successful in the general education curriculum. Learning strategies are techniques, rules or principles that enable a student to learn to solve problems, complete tasks and become independent learners. Strategies may include, but not limited to, goal setting, outlining, paraphrasing, organization, and test taking. Other skills and interventions needed to be met in the student's IEP will also be addressed and monitored along with communication to the student's teachers to collaborate and ensure the student's needs are being met.

### ALIGNMENT TO THE IOWA CORE CURRICULUM:

- **Ways of thinking.** Creativity, critical thinking, problem-solving, decision-making and learning.
- **Ways of working.** Communication and collaboration.
- **Tools for working.** Information and communications technology (ICT) and information literacy.
- **Skills for living in the world.** Citizenship, life and career, and personal and social responsibility.

### Putting Concepts Into Practice:

- **Collaborative problem-solving.** Working together to solve a common challenge, which involves the contribution and exchange of ideas, knowledge or resources to achieve the goal.
- **ICT literacy - learning in digital networks.** Learning through digital means, such as social networking, ICT literacy, technological awareness and simulation. Each of these elements enables individuals to function in social networks and contribute to the development of social and intellectual capital.

### ASSESSMENTS:

**Reading/Writing Probes:** IEP goal oriented assessments will be administered every two weeks.

**General classroom activities:** Curriculum support.

### INSTRUCTIONAL STRATEGIES:

Instructional strategies that will be used in this course, but are not limited to, include: direct instruction, active participation, graphic organizers, presentation, cooperative learning, advanced organizers, probing questions, questioning strategies, technology, note taking, and modeling.

### SUPPLIES NEEDED:

**Assignment notebook** (agenda).

**Pen and pencil** (with an eraser – because we all make mistakes).

**An organizational system** (Keep your materials organized and available).

### RESOURCES:

Helping each other is strongly encouraged. Copying is not. You will find that you can learn a lot from each other. Your Resource class is designed to assist you with understanding subject material and completing assignments. Other resources available include:

- Computer labs
- Math labs
- A111 (Special Education Resource Room)

- Guidance office (tutoring available)
- F.A.S.T. (Friday Academic Support Time) offered every Friday in Senior’s library from 7:30-8:30 a.m. for academic support. It is for *quiet* study time with one-on-one assistance available from a paraprofessional.
- Students can also make an appointment for assistance either before or after school with their teachers.

**BEHAVIOR EXPECTATIONS:**

- Students are expected to come to class on time and with all appropriate materials for their enrolled classes to complete assignments and prepare for upcoming tests/quizzes.
- Student property such as cell phones and other electronic devices or items determined to be a distraction to that student or to others in the classroom by the teacher will be required to be put out of sight or collected by the teacher until the end of the class period.
- Students are expected to behave as respectful and responsible young adults and follow district guidelines outlined in their agenda and teacher specific expectations.
- Should a problem arise, communication with student’s parent(s)/guardian(s) may occur and/or seek assistance from the office.
- Classrooms are a “No Food Zone” except if initiated by the teacher for specific organized celebrations. Water is only acceptable beverage as well.

Cheating will not be tolerated. Consequences may include, but are not limited to, a score of zero on your work, contacting your parent(s)/ guardian(s) and/or Assistant Principal.

**TARDINESS AND ABSENCES:**

Please be in your seat before the bell rings. Refer to Dubuque Senior High School Tardy/Attendance Policy (found in the student handbook/agenda). If late, the student will need to come with a pass to exempt their tardiness. Student must have their own school agenda with them and filled out in order to leave the classroom as a pass and get permission first before leaving.

**COMMUNICATION:**

Communication is vital; any problem can be solved if proper lines of communication are kept open. The best way to contact me with any questions or concerns is via email (maraeipour@dbqschools.org).

Students and parents are highly encouraged to check progress through PowerSchool: <https://ps-dubuque.gwaea.org/public/> on a regular basis.

My Phone: (563) 552-5651 (this number will go into effect later in Sept. as my voicemail set up so until then call Senior’s main number at 552-5500)

My E-mail: [maraeipour@dbqschools.org](mailto:maraeipour@dbqschools.org)

**\*By signing below you have read and understood the information above and asked questions to the teacher if needed to clarify anything in its content.**

Student \_\_\_\_\_  
Date \_\_\_\_\_

Parent \_\_\_\_\_  
Date \_\_\_\_\_