

## Resource 9

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### COURSE DESCRIPTION

This is a year-long, course designed for students who receive the majority of their instruction in the general education classroom. Instruction includes learning strategies necessary to be successful with the general education curriculum. Learning strategies are techniques, rules or principles that enable a student to learn, solve problems, complete tasks and become independent learners. Strategies to support content comprehension, written expression, study skills and organization are taught and reinforced in this class. Academic achievement will be monitored and assistance in coursework will be provided. Transition skills for job/career exploration will also be a part of this course. The student will focus on developing skills needed to maintain independence in the general education curriculum, and work towards the goal of earning high school credits.

### 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.

Found at: <http://atc21s.org/index.php/about/what-are-21st-century-skills/>

### DISTRICT STANDARDS AND BENCHMARKS

This course addresses the following DCSD Benchmark Standards.

- Guidance and Counseling, Academic Development #1: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning on school and across the life span.
- Guidance and Counseling, Academic Development #2: Students will complete school with the academic preparation essential to choose from a wide range of post-secondary options.

### CLASSROOM EXPECTATIONS AND PARTICIPATION

- Students are expected to participate in class each day and to provide insight from the activities completed in class over the course of the year.
- Come to class prepared with all appropriate materials
- No use of electronic devices allowed
- Respect others, their opinions, and their property
- No food or drink allowed in the classroom (except water)
- Do your best!

## SUPPLIES

**Assignment Notebook** (agenda – to keep your notes neat and organized)

**A pencil** (with an eraser – because we all make mistakes)

**A binder** (stays in the classroom – to keep your activities organized)

**Course work** (Assignments from Algebra I, English 1-2, and Global Science)

## INSTRUCTIONAL STRATEGIES

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

## ASSESSMENTS

**Probes** – IEP goal oriented assessments will be administered every two weeks

**General classroom activities**- Curriculum support

## TARDINESS AND ABSENCES

Refer to Senior High school Attendance Policy (found in the student handbook/agenda).

## GETTING HELP

Working together 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 are:

- Computer labs
- Math labs
- Guidance office (provides tutors)
- A-111 Special Education Resource Room
- FAST Program- Friday morning academic support

## BEHAVIOR EXPECTATIONS

- I expect you to behave as the responsible student that you are. Should a problem arise I may contact your parents and/or pursue assistance from the office.
- When the bell rings please be seated and begin bell work. If you have questions please let me know.
- Classroom discussions will be created by students raising their hand, waiting to be called on and listening attentively as well as being respectful to each other.

## COMMUNICATION

Communication is important and problems can be solved if communication lines are kept open. The best way to get ahold of me is via email at [megredmond@dbqschools.org](mailto:megredmond@dbqschools.org). You may also reach me by school phone at 563-552-5469. Messages left will be returned as soon as possible. I also update **PowerSchool** once a week (<http://ps-dubuque.gwaea.org/public/>). It is a great way to keep track of your progress!

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\*\*\*This information is subject to change at any given time

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**Please Fill Out and Return**

By signing below I have read the expectations and understand the information included in the syllabus.

I, \_\_\_\_\_ have read and asked questions regarding anything I did not understand on this syllabus. I will meet classroom expectations and bring all necessary materials to class. I understand the grading policy. I want to be a successful student and I will put forth effort in my class.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date