

Prep Social Skills

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Course Description: This class will assist you in developing and enhancing your self-esteem, social thinking, organization, and communication skills.

Topics that will be covered:

- Self-image/self-esteem
- Social Thinking
- Stress management
- Organization skills
- Healthy boundaries
- Effective Communication
- Emotions
- Idioms/Figurative Language
- Hygiene
- Teasing/Bullying
- Self-Advocacy
- Friendships/Relationships/Dating

Learner Outcomes:

1. Students will increase/improve their social communication skills based on their IEP goals.
2. Students will increase/improve their social thinking skills according to their IEP goals.
3. Students will improve their organizational skills and apply the learned strategies in their classes.
4. Students will develop/practice self-advocacy skills.
5. Students will increase their ability to reflect on their beliefs, goals, and values.
6. Students will develop stress-management strategies and implement them as needed.

Required Materials:

Notebook, folder, pencil, planner

Classroom Policies:

1. Students will arrive on time.
2. Students will check school view and planner/calendar and write in it as needed.
3. Time will be used productively by working on class assignments and/or by actively participating in class activities.
4. Students will be respectful of others (students, teachers, and staff).
5. Students will turn in quality assignments in a timely manner.

Attendance:

“Absences will not arbitrarily result in reduction in grades, but failure to complete work will affect grades. Students and/or parent or guardian are responsible for requesting make-up work for each day’s absence” (Irondale Student Handbook 15).

Tardies:

“Each teacher will maintain a record of student tardiness to class. School discipline will be assigned. (*Refer to the Fall Mail Packet sent home in August 2016 regarding the classroom tardies policy.*) Any unexcused tardiness which results in a student missing more than 10 minutes of the period will be reported by the teacher to the attendance office as an unexcused absence” (Irondale Student Handbook 15).

Academic Honesty:

Mounds View School Board Policy EG-3109 Student Rights and Responsibilities:

Academic honesty is required to ensure an accurate measurement of a student’s academic knowledge. The Mounds View School Board expects that students will achieve success with integrity. Academic dishonesty impairs a true showing of academic achievement. Substantiated reports of academic dishonesty will result in appropriate consequences as defined in accompanying regulations and in student handbooks. Examples of academic dishonesty include, but are not limited to: theft and use of tests; use of crib sheets or other cheating devices on an exam; plagiarism or representation of a substantial piece of work as one's own without proper attribution. This policy applies to all manner, including the most current technological advances, systems, or equipment, that may be utilized for the purposes of academic dishonesty.

Academic dishonesty will be considered a behavioral infraction. The following guidelines will be utilized when a violation of academic honesty occurs:

- Consequences will be commensurate with the severity of the incident
- Consequences cannot prevent growth and development or an accurate measurement of student achievement
- Measures will be sought to determine why the academic dishonesty occurred
- Students will be required to provide a written explanation of behavior
- Students in violation of this policy will not escape the performance indicator; student knowledge will still be measured within an agreed timeframe set by teacher, dean, and student
- Additional consequences may include:
 - Re-examination of content; repeat of project, paper, or activity
 - Possible reduced score/grade not to prevent achieving a level of proficiency
 - Other measures identified in Mounds View School Board Policy EG-3109: Student Rights and Responsibilities
 - Multiple offenses may result in loss of credit, to be determined by building principal

(Irondale Student Handbook 8).

Gradebook Setup: Your grade will be based on class activities/lessons, participation, and assignments.

Class activities/lessons, participation, and daily points.....	80%
Homework assignments.....	20%

Accessing Grades:

Parents can access grades through [ParentVUE](#). This program will look slightly different than SchoolView but has many of the same features. As in SchoolView, parents will be able to see assignments for each class, and the assignments may have a score or a code (or both).

Mi = Missing (the assignment is missing and is currently counting as a score of zero)

Ab = Absent (the student was absent when the assignment was given or due)

La = Late (the assignment was turned in late)

Inc = Incomplete (the turned in assignment was not complete)

TI = Turned in (the assignment is turned in but does not yet have a score)

WIP = Work in progress (the student is working on the assignment and although it is not completed, it is not missing--this is often used for projects that have multiple parts)

Also as in SchoolView, assignments may include written comments from the teacher.

Relearning Opportunities:

Concepts covered in class are regularly practiced and repetition is integrated within the curriculum.