

SYLLABUS
Functional Curriculum Program 2019-2020
Columbus High School
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CLASS DESCRIPTION

This class will focus on the skills that students need to transition successfully from high school into work and life in the community. The students will be able to demonstrate knowledge and skills in the areas of daily living, social skills, occupational skills, and recreation and leisure skills within the school and the community. This class we will also learn to cook simple meals, do the laundry, and clean working areas and dishes. Also, this class will encourage the students to become independent, self-confident, and enthusiastic learners by providing appropriate activities and learning experiences that will enable each student to become a lifelong learner, to enter the work force with necessary skills, achieve academic and personal potential.

COURSE GOALS

1. Work within the context of the family and community to carry out the education and life goals of the students.
2. To improve on necessary skills so that the student can become a productive citizen upon completion of the class.
3. To improve relationships with others by learning to respect rights and feelings.
4. Seek information regarding protocols, procedural guidelines, and policies designed to assist individuals with disabilities; they participate in school and community-based instructions.
5. Educate students in learning environments that are safe, drug-free, and conducive to learning.
6. All students will receive training in computer applications to get information about multiple subjects.
7. Ensure students leave our school ready to succeed in the community.
8. Access new information and explore issues related to many other subject areas.
9. Work as a team (students, parents, community, faculty, and staff) in the process of learning.
10. Ensure that students participate in the school system and statewide assessments and document in the IEP the use of accommodations, special considerations, or alternate assessments when appropriate.

11. Work with related services professionals in the school, the school system, and in the community to design, implement, and evaluate instructional and transitional plans for the students.

COURSE EVALUATION

Students are graded on their effort and participation in their daily work and activities.

INSTRUCTION STRATEGIES

Community-Based Instructions, Brain-based, Thinking Maps, Role Playing or Dramatization, Recitation, Projects, Programmed/Individualized Instruction, Cooperative Learning, Demonstration, Field Trips, Audio/Visual, Use of Technology, and Performance Task.

CLASS STANDARDS

In addition to the student's Individualized Education Plan (IEP), this class will follow the students' transition plan and the functional transition program. Also, as a part of our curriculum, we go on community-based instruction trips. We like to go to many businesses within our community. Students also have the opportunity to participate in Special Olympics bowling, tennis, and track, and field each year. Individual notes and permission slips will be handed out before each trip.

CLASSROOM RULES

1. Have the necessary materials and ready for class and work.
2. Respect the people, equipment, and furnishings of our classroom and community.
3. Stay seated or in the working area unless permission is granted to leave.
4. Respect the rights and properties of others.
5. Maintain a safe and productive learning and working environment.
6. Pay attention in school and the community. Listen carefully and follow all directions given.
7. No personal electronic devices during instructions.
8. Obey the rules in the district, the school handbooks, and the community areas.

CLASSROOM BEHAVIOR

Positive Behavioral Interventions and Supports (PBIS) framework to reduce disciplinary incidents, increase a school's sense of safety, improve school climate, and support improved academic outcomes for all students.

Unacceptable behavior is any behavior that disrupts the class or deprives another student of learning time.

If a student has behavior problems in the classroom, the teacher will:

1. Verbal warning
2. Redirection/moved
3. Parental contact (PC)
4. Guidance consultation & PC
5. Office Referral

Severe disruptions: Students are immediately sent to the office, a referral is written, and parents are contacted

REWARDS

1. Praise and compliments
2. Positive texts to parents
3. Free Time
4. Treats
5. Class Celebration