

# OHHS (Special Education) Life Skills Self-Advocacy Course Syllabus



**Course Name: Life Skills Self-Advocacy**  
**Course Code: SPOLSA/B**

## **Course Description:**

The primary focus of this course is for students to learn about themselves and to identify, learn, and practice the basic skills required for effective communication. These skills include getting along with others, developing a growth mindset, understanding emotions, and social/emotional growth.

## **Prerequisites**

Placement by the Special Education Team

## **Course Resources**

5 is Against the Law

Life Skills: 225 Ready to Use Health Activities for Success and Well-Being

The ADHD Workbook for Kids

[www.Newsela.com](http://www.Newsela.com)

## **Course Fees**

No fees

## **Course Outline/Instructional Units**

What is Self-Advocacy?

What career is right for you?

What are the skills I need to find and keep a job?

What are the skills I need to be safe?

What are the skills I need to be successful?

What are the skills I need to be emotionally healthy?

What are the skills I need to be physically healthy?

What are the skills I need to live independently

### **Major Assessments**

At the end of each unit, students will turn in a project that serves as their assessment.

### **Extra Help**

Students will be supported in class by the teacher and paraeducators. Extra help will be provided after school by appointment.

### **RE-DO POLICY:**

OHHS is an effort based school where we believe all students can learn. We also know that students learn at different rates. Thus, we are implementing a re-do policy that recognizes the needs of individual learners.

- 100% Re-do
  - Assessments (with exception of the Final semester exam)
  - Key Assignments: Evidence that demonstrates mastery of a standard
- Teachers may:
  - require completion of supporting assignments prior to re-do opportunities for students to show they can meet the standard.
  - require students to complete re-do of work outside of class time.
  - limit the number of re-do opportunities for each assignment.
  - assign zero grades when students choose not to do key assignments and/or assessments to standard.
- All opportunities for re-do work will come with a deadline as assigned by the teacher.

### **Weighted Categories**

Set department categories and weighting

<b>Category</b>	<b>Percentage of Overall Grade</b>
Daily Work	25%
Organization	25%
Professionalism	25%
Projects	25%

**Grading Scale:**

<b>Regular Scale</b>	
<b>Letter Grade</b>	<b>Percentage</b>
<b>A</b>	<b>93% and Above</b>
<b>A -</b>	<b>90%-92.99%</b>
<b>B+</b>	<b>87%-89.99%</b>
<b>B</b>	<b>83%-86.99%</b>
<b>B-</b>	<b>80-82.99%</b>
<b>C+</b>	<b>77%-79.99%</b>
<b>C</b>	<b>73-76.99%</b>
<b>C-</b>	<b>70-72.99%</b>
<b>D+</b>	<b>67%-69.99%</b>
<b>D</b>	<b>60%-66.99%</b>
<b>F</b>	<b>59.99% and Below</b>

**OHHS PLAGIARISM POLICY:**

Any student, who knowingly turns in any work that has been done by someone other than himself or herself, and fraudulently represents it as his/her own, shall be considered to have cheated. Cheating also includes: aiding someone else in cheating, the use or preparation of written, pictorial, electronic or other materials not authorized by the instructor during a test or assignment, the use of testing materials obtained previous to the test date, or plagiarism of any kind. Students found cheating will also be subject to an office referral, which could result in a suspension. As an effort based school, students who have plagiarized/cheated must still demonstrate their learning. Thus, students will be given the opportunity to complete the work. This will fall under the "Late Work Policy" of the teacher where total possible points may be reduced.