

LIFE AFTER HIGH SCHOOL

Course Syllabus 2019-2020

MRS. BAGLEY

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<http://bagleysclasses.weebly.com/>

COURSE DESCRIPTION & GOALS

Welcome to a unique elective! This class is an opportunity for you to learn more about yourself, reflect on what you are learning at Rancho, and to plan for your future. You will be equipped with the knowledge and resources that will help make both your high school experience and life beyond high school successful.

In this course you will discover yourself, design for your future, and plan for your dream job by developing habits of highly effective teens through individual, small group, and class activities and projects.

COURSE EXPECTATIONS

1. Be ready to be actively engaged in class

- Be in your seat when the bell rings.
- Participate in all classroom activities. Your teacher has planned them carefully to help you get to know and support your classmates, get to know yourself, and to build a useful portfolio.
- Complete all your assignments and submit them to your teacher on time. If you need extra help to do high quality work on the assignments, I can help you – but I cannot help you if there is no work to assess.

2. Be ready to plan and prepare your future

- Many of the assignments you do in this class will be related to your experiences during and after high school. Students will have different goals for their future (i.e. 4-year college, 2-year college, military, apprenticeship, etc.). As a class, we will work on how to set your own goals and to prepare you for your next steps beyond high school.

Assignments will include a Notebook and a Digital Portfolio

- You will be keeping your assignments in a 3-ring binder (1.5-2 inches).
- You will keep your binder in the classroom (table cart) to use everyday.
- This binder will aid in the creation of a digital portfolio (a collection of evidence documenting your skills, knowledge, experiences and accomplishments during your high school experience).
- In addition to your class assignments, you will collect 2-4 additional assignments from different classes during the semester that you would like to showcase in your portfolio.
- Your portfolio is the final project you will submit at the end of the semester at your final conference.
- This conference will celebrate what you have accomplished during the semester and show what plans you have for the future.

3. Be ready to work with others

- Respect your teacher, your peers, and yourself. You will be a contributing member of this class helping and encouraging peers, so respecting each other and supporting each other is very important.
- Participate in group activities and be prepared to learn from your peers as well as your teacher. You will work with people all your life – at home, in the community, and at work. We all learn more when we appreciate our learning differences and work together to achieve more than we can alone. You will be asked to assist others with learning, work with others on a project, or work through a problem and present a collaborative solution.

4. Your teacher is committed to:

- **Provide support and keep you informed of your progress.** If you are having difficulty or need extra help, I will arrange for support.
- **Celebrate your achievements.** Throughout the semester we will celebrate student achievement, especially at the end of the semester during your final conference.
- **Maintain contact with your parent/guardian.** I will contact your parent/guardian to introduce myself and the class in the first few weeks of school. I will maintain contact if you are having difficulty in any of your classes and will also suggest some ways to get you back on track so that you will have support.
- **Intervene when you have difficulty or get off course.** I will prompt you to make good choices, remind you, and give you logical choices to get you back on track. Parent/Guardian will be contacted when deemed necessary.

GRADING POLICY

Your grade in this class will be determined by an overall level of mastery in several categories listed below. Every assignment and assessment will be given a level of mastery score between one and five in a given category (this is NOT a

point value). These scores will be averaged to determine a score of 1–5 in each grading category. At the end of the semester, a letter grade will be assigned based on the average of the 1–5 scores of all the grading categories (using the percentages listed below to weight the categories).

You will have opportunities to redo assignments or retest assessments to demonstrate a possible higher level of mastery. If a higher level of mastery is demonstrated, it will replace the lower score for that assignment or assessment.

*Levels of Mastery	Grading Scale	Aeries Translation	Grading Categories (Percentage of Grade)
5 – Advanced 4 – Proficient 3 – Basic 2 – Below Basic 1 – Far Below Basic	4.0 – 5.0 = A 3.25 – 3.99 = B 2.5 – 3.24 = C 1.75 – 2.49 = D 0 – 1.74 = F	80% – 100% = A 65% – 79% = B 50% – 64% = C 35% – 49% = D 0% – 34% = F	Formative (40%) Summative (60%)

Parents can access student grades online at the Parent Portal (mykids.ggusd.us) anytime.

*LEVELS OF MASTERY 5 POINT RUBRIC

Score	Level of Mastery	Teacher Language	Simpler Language	Student Language
5	Advanced	In addition to exhibiting proficient performance, in-depth inferences and applications that go BEYOND what was taught.	Advanced learning goal	I know it even better than my teacher taught it, or I can use what I learned in a new way.
4	Proficient	No major errors or omissions regarding any of the information and/or processes (SIMPLE OR COMPLEX) that were explicitly taught.	Target learning goal	I know it just the way my teacher taught it.
3	Basic	No major errors or omissions regarding the SIMPLER details and processes, BUT major errors or omissions regarding the more COMPLEX ideas and processes.	Simpler learning goal	I know the simpler stuff, but can't do the harder parts.
2	Below Basic	Some major errors and/or omissions regarding the SIMPLER details and processes.	Misunderstanding of simpler learning goal	I can't understand the simpler stuff.
1	Far Below Basic	Very little or no understanding or skill demonstrated.	Little or no understanding	I don't understand anything.
0		Nothing to assess.	No work turned in	I didn't turn anything in or showed no effort.

MAKE-UP POLICY

A student will have an opportunity to make-up missed work when he or she has an excused absence. It is the student's responsibility to see me for make-up work before or after school on the day he or she returns to class. **Failure to request make-up work on the day a student returns will result in an "F" or "0" for missing assignments.** Tests and quizzes are to be taken at my convenience. Any missed tests must be made up immediately and I reserve the right to use an out-of-class assignment in place of a missed quiz. **Any test or quiz not made up within one week will be entered in my gradebook as an "F" or "0".**

Students who do not have an excused absence and do not complete an assignment by the due date will automatically receive a zero for the assignment. Late work will only be accepted during the current unit in which it was assigned and for minus one point in the levels of mastery scale. Late quarter projects will not be accepted as late work. No exceptions.

SUPPLIES

For this class students will use *The 7 Habits of Highly Effective Teens* by Sean Covey and a 3-ring binder throughout the week. Students will also need earbuds/headphones, a computer mouse (optional), blue or black ball-point pens, #2 pencils, highlighters, color pencils/fine-tip markers, a glue stick, regular and small Post-it notes, notebook paper, and the Rancho Planner.

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Fall Semester

I have read and understand all of the information detailed on this course syllabus. My signature below indicates my willingness to cooperate with my teacher and follow these class procedures and rules for my success in this class.

Student Signature

Print Name

Date

I have read this course syllabus and understand what is expected of my son or daughter.

Parent/Guardian Signature

Print Name

Phone # or e-mail address