

**FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT**

**Curricular Support and Study Skills**

**DATE:** May 2011

**PROPOSED GRADE LEVEL(S):** 6<sup>th</sup> - 8<sup>th</sup>

**GRADING:** A-F

**PREREQUISITES:** None

**SUBJECT AREA:** Elective

**COURSE LENGTH:** One Year

**NUMBER OF CREDITS:** NA

**BRIEF COURSE DESCRIPTION:**

The purpose of this course is to increase student's success in school by providing support in classes. This support will consist of teaching student study strategies and organizational skills. This class will also reinforce basic academic skills. In addition, students will receive additional assistance and remediation to master the content in their regular classes.

As student achievement improves, student(s) will be exited from the class and returned to the elective wheel.

**GENERAL GOALS/PURPOSES:**

Students will:

- Learn organizational skills and study strategies that can be applied successfully in the classroom.
- Gain assistance with classroom assignments, tests, and quizzes.
- Be reinforced in basic academic skills such as reading and writing.
- Develop better listening and memory skills.
- Develop better test-taking strategies.
- Learn research techniques and report writing.
- Explore career interests and values, and then develop a prevocational plan.

**STUDENT READING COMPONENT:**

Students will engage in independent reading through sustained silent reading assignments within the classroom. Reading will be documented and supported by reading logs and journals.

**STUDENT WRITING COMPONENT:**

Students will:

- Practice editing to develop a basic understanding of rules of grammar and mechanics by identifying and correcting content errors.
- Maintain daily written documentation of works read through a reading log.

**STUDENT ORAL COMPONENT:**

Students will:

- Be able to identify two major forms of public speaking.
- Use proper public speaking techniques to present a speech as a culminating assignment.

## **DETAILED UNITS OF INSTRUCTION:**

The following resource books are used:

- *Career Choices, A Guide for Teens and Young Adults: Who Am I? What Do I Want? How Do I Get It?*
- *The Seven Habits of Highly Effective Teens*

### **Unit I – Organizational Skills and Time Management**

- A. Organize binder
- B. Planner/assignment sheet
- C. Time management
- D. Focus on concentration
- E. Study tips

### **Unit II – Textbook/Computer Reference Skills**

- A. Textbooks and non-computer reference materials
  1. Table of contents/index
  2. Pictographs, bar graphs, pie graphs
  3. Tables with facts and information
  4. Encyclopedia
- B. Computer Reference Materials
  1. Access and print information from Grolier's, Compton's, Encarta, etc.
  2. Access data from various Internet sites.

### **Unit III – Memory**

- A. Repetition strategy
- B. Mind Picture strategy
- C. Categorization strategy
- D. Rhyme strategy
- E. Abbreviation strategy
- F. Acronym sentence strategy
- G. Graphic organizers

### **Unit IV – Test Taking**

- A. Preparing for a test
- B. Multiple choice test items
- C. True/False test items
- D. Matching test items
- E. Word completion test items
- F. Essay tests

### **Unit V – Listening Skills**

- A. Oral short stories
- B. Oral directions

### **Unit VI – Textbook Reading/Reading Comprehension**

- A. Textbook reading
  1. SQ3R
  2. SQRW
  3. RAP
- B. Reading comprehension
  1. Improving reading comprehension
  2. Language skills
  3. Word analysis

## **Unit VII – Note Taking**

- A. Using abbreviations and symbols
- B. Identifying and noting key words and symbols
- C. Lecture note strategies
- D. Methods for evaluating/editing/reviewing notes

## **VIII – Public Speaking**

- A. Identifying two major forms of public speaking
- B. Use of proper public speaking techniques
- C. Selection of topics for presentation
- D. Presentation with use of audio/visual enhancements

## **IX – Career/Vocational Planning**

- A. Exploring individual interests
- B. Career exploration assessments
- C. Pre-vocational skills
  - 1. Want ads
  - 2. Job applications
  - 3. Interviewing techniques

## **Evaluation Methods**

Grades are based on class participation, completion of assignments, grade cards, and tests, organization of binders, and completed planners. Any work missed because of an excused absence must be made up within that quarter. All grades will be on a point basis divided by the total points possible to determine a percentage grade as follows:

A: 90-100%

B: 80- 89%

C: 70-79%

D: 60-69%

Below 60% is considered failing.

**LAB FEE, IF REQUIRED:** None

## **SUBJECT AREA/CONTENT STANDARDS TO BE ADDRESSED:**

There are no content standards for Curriculum Support.

## **DISTRICT ESLR's TO BE ADDRESSED:**

**Students will be:**

- **Self-Directed Learners** who complete independent assignments from comprehensive coursework with the teacher acting as coach.
- **Effective Communicators** who will advocate for themselves by asking for assistance in their courses.
- **Quality Producers/Performers** who will complete assignments.
- **Constructive Thinkers** who use strategies learned in study skills to complete assignments from regular classes.
- **Collaborative Workers** who will work in groups to complete assignments.
- **Responsible Citizens** who will demonstrate their ability to be responsible citizens by completing assignments in a timely manner and by cooperating with group members on assigned tasks.