

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

ACADEMIC INTERVENTION

Date: April 2014

Subject Area: Elective

Proposed Grade Level(s): 9-12

Course Length: 1 year

Grading: A-F

Number of Credits: 5/Semester

Prerequisites: NA

COURSE DESCRIPTION:

This course is designed to help students with organizational skills, study skills, goal setting and homework support. While this course provides some opportunity to work on homework with teacher support, it will be necessary and will be expected that students spend additional time on homework assignments and time studying each day outside the classroom.

GENERAL GOALS/ESSENTIAL QUESTIONS:

How will organizational skills and study strategies be applied successfully in core classes?

Students will:

- Gain assistance with core class 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.

CCSS 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. Students will demonstrate critical reading skills.

CCSS WRITING COMPONENT:

Students will: Practice editing to develop a basic understanding of rules of grammar and mechanics by identifying and correcting content errors. Students will complete drafts and final revisions of written assignments from core classes. Students will maintain daily written documentation of works read through a reading log.

CCSS SPEAKING AND LISTENING COMPONENTS:

Student 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:

Unit I – Organizational Skills and Time Management

The topics in this unit are designed to give foundation skills to be organized in all core classes. Students will be graded on maintaining their binders from core classes as well as their daily planner. Gaining organizational and time management systems can optimize work production and make school easier and more efficient.

- A. Organize binder
- B. Planner/assignment sheet
- C. Time management

- D. Focus on concentration
- E. Study tips

Unit II – Textbook/Computer Reference Skills

In order for students to meet anchor standards in academics and be able to problem solve and become critical thinkers students must have strong research skills. This unit will be focused on how to use reference materials and access educational sites to support research on a particular subject matter.

- 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

Students will be taught mnemonic strategies to improve success in core classes. These strategies aid in information retention and will ultimately assist students with test-taking and retaining learned concepts.

- 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 and Studying

For many students studying and test-taking is an overwhelming challenge that can hinder progress throughout all classes. Students will be taught test taking strategies to improve success in core classes.

- 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

Active listening minimizes misunderstandings, thereby increasing one's chance for academic success. Students will be taught about active listening skills with diverse partners.

- A. Oral short stories
- B. Oral directions

Unit VI – Textbook Reading/Reading Comprehension

Students need to become effective and strategic text book readers in order to organize information so it can be used later. Students will use core text books to gain information using specific strategies.

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

Unit VII – Note Taking

Note-taking is a critical skill that engages the student in the learning process while helping to prepare them for tests. Students will practice using a prescribed pattern to learn how to take notes quickly and efficiently.

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

Unit VIII – Public Speaking

Public speaking is an important skill that can be a major factor in your career and personal relations. Student will be taught appropriate speaking techniques. Students will participate in giving and evaluating oral presentations.

- 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

Unit IX – Career/Vocational Planning

Students need to know who they are, what their strengths are, and what they enjoy doing so that they will be able to choose the right program of study, the right college and the right career. Students will integrate multiple sources of information in order to make an informed decision on college and careers.

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

TEXTBOOKS/AND RESOURCE MATERIALS:

The Seven Habits of Highly Effective Teens: Sean Covey, Fireside, Copyright (2004) ISBN; 978-0-7432-5098

SOAR® Study Skills Middle and High School: 2nd Ed Susan Kruger, Grand Lighthouse (2014) ISBN 0977428001

Teaching Study Skills and Strategies for students in High School: Strichart Copyright (2013) Mangrum-Strichart Learning Resources www.mangrum-strichart.com ISBN 0205198813

English 3D course II Discuss Describe Debate Curricula (Scholastic, 2011)
Academic Vocabulary Tool kit (National Geographic, 2013)

Resources

"Personal Development 80" The University of BYU free online course <http://is.byu.edu/site/courses/free.cfm>

Students should have a 1-inch binder, 5 pocket dividers, 2-3 blue or black ink pens, sharpened pencils with an eraser, 2-3 highlighters, calendar, a personal reading book and homework assignments from other classes all to be brought to class every day. If a student consistently fails to bring supplies, necessary notes, handouts, assignments, and/or assigned book to class, the teacher may initiate consequences.

COMMON CORE STANDARDS TO BE ADDRESSED:

L.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Literacy. W. 11-12.10 – Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Literacy. RH. 11-12.10 - By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently.

Literacy. RST. 11-12.10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.

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 special education and regular education courses.
- **Quality Producer and 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.

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