

Academic Survival Course Profile

San Dieguito Union High School District

Course Description

This general education course is designed to assist and instruct students in skills that are prerequisites to academic success in their current grade level coursework. The strategies taught in this course support [9th/10/11th/12th grade level] course content standards and form a foundation for success in school. They may include reading and writing intervention, math support, study skills, and organizational skills. In addition, the implementation of these techniques will have applicability in both college and career settings.

Purpose of the Course

This general education Academic Survival course is designed to assist and instruct students in skills that are prerequisites to academic success in their current grade level. It is offered concurrently with other grade level coursework and provides a setting during the school day for a student to receive instruction and support in their current classes, assignments, and foundation skills.

Goals/Outcomes

The curriculum of Academic Survival focuses on:

- Improving students' study habits and organization skills to improve management of workload.
- Teaching/improving test preparation strategies and putting them into practice
- Helping students understand how they best learn. Determining why students may be struggling. Supporting students as they work on individual academic goals.
- Teaching students to take personal responsibility for their own academic success.
- Helping students become self-advocates able to verbalize strengths, weaknesses, and needs.
- Setting short and long-term goals, working toward achieving them, and monitoring progress.
- The expected outcome of improved attendance, completion of assignments, grades, and assessments.

Course Outline

1) Coursework:

The lessons and activities from the curriculum will focus on setting up effective habits in order to ensure success. These types of lessons and activities typically consist of journaling, organization, skill-building, and short and long-term goal setting.

2) Organization/Participation:

Agenda and binder checks are a necessary accountability tool. Students will be responsible for filling out their agenda planners with daily assignments, homework, upcoming tests, and projects. Binder organization is the key to success therefore students will be expected to keep it organized. Both will be checked periodically to ensure they are being properly maintained. Students are expected to maintain successful academic grades. This means tending and focusing on their academic assignments by working independently, not using electronics/technology inappropriately, and not disrupting their classmates during the class period. Students will also be assessed for their on-task behavior and if they have met the expectations given at the start of each class.

3) Independent Reading/Study time:

Students will be expected to have a reading book with them at all times. There will be independent silent reading daily and students will track their progress in a class reading log. Note: My classroom

library and the Learning Commons have books for readers of varying levels. As such, some books may have mature themes.

4) Grade Checks/Reflection:

As needed, students will check in Aeries on their grades progression for their academic classes. This will consist of the letter grade, percentage, and low/high scores of their assignments, projects, and tests, including making note of any that are missing. Students will reflect on their improvements, consider any missteps they may be taking, and create a goal for the following week(s).

Performance Standards/Assessment -

A Typical Week in Academic Survival Class:

- 1) Study Skills Lessons: Students will complete study skills lessons and work from the curriculum. This instruction will be teacher-led with time for both individual and collaborative group work.
- 2) Agenda Review: Agenda planners will be checked to ensure that all assignments are listed correctly, including noting any future assessments and long-term projects.
- 3) Goal Setting Time: Students will set goals for both Academic Survival class and homework.
- 4) Individual Work Time: Students will have some class time to work on assignments and get support as needed. Students should have access to all the needed material in class.
- 5) Organization and Grade Check: Students will check their grades in Aeries and organize the coursework for their academic classes.
- 6) Binder Check: Binders will be checked and re-organized as needed.
- 7) Conference: Extra time will be used to review goals and conferencing with students.
- 8) Extended Study Period (ESP): Each ESP (Extended Study Period) will be used for various purposes during the course of the year. This time is an extension of the class and will be used mainly for academic classwork. This is not necessarily considered “free time” for students.

Cross-Curricular Strands or Connections - skills learned will support students in all of their current classes

Content Standards matching state and department standards - CA Content Standards in grade-level courses

Describe how the course will strengthen the site’s curriculum - It is offered concurrently with other grade level coursework and provides a setting during the school day for a student to receive instruction and support in their current classes, assignments, and foundation skills.

Describe how you will evaluate the effectiveness of this course - improvement in student attendance, work habits, concurrent grades, and assessments