

EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services

Course of Study

Course Title: Academic Support Class #0709 (Course #'s 710, 711, 713, 714, 717, 718, 720)	
Rationale: Some students need additional time and assistance to process material covered in CORE classes and to complete homework as assigned.	
Course Description: This course is designed to assist students who have been identified as needing additional support and assistance in one of the following CORE subjects (English, math, social studies, and science). Students are placed in these <i>shadow</i> courses based on all or any combination of the following: CST scores, transcripts, 504 plan, IEP, student and/or parent request, and counselor recommendation. The class includes direct instruction and tutorial. In math, science, and social studies direct instruction is utilized to review materials previously covered in class and to preview upcoming lessons. Since English teachers are all on different schedules because of the availability of supplemental novels and materials, the guided instruction includes a variety of lessons to support students in reading comprehension, vocabulary development, grammar, and writing strategies and applications (See ASC English binder). All ASC courses offer instruction in time management, organizational skills, reading analysis, note taking, test taking, and other strategies to promote self directed learners across the curriculum.	
Length of Course:	Semester
Grade Level:	9–12
Departments:	English, Social Studies, Math, and Science, and Special Ed.
Prerequisite:	Student need for remediation and/or assistance
Credit: X 5 units each semester <input type="checkbox"/> Meets graduation requirements <input type="checkbox"/> Request for UC “a-g” requirements <input type="checkbox"/> College Prep X Elective <input type="checkbox"/> Vocational	
District Sites:	UMHS, PHS, ORHS, EDHS
Board of Trustees Adoption Date:	
Textbook Title:	Supplemental materials and textbooks as used in each discipline

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Unit 1: Organization and Time Management

- Goals:
- A) Students will learn to manage their time and set priorities.
 - B) Students will identify personal organizational techniques necessary to improve academic success.
 - C) Students will monitor goals completed during daily tutorial.

OBJECTIVES	SUGESTED ACTIVITIES
The student will:	
1. Identify, understand, and develop personal time management techniques.	<ul style="list-style-type: none"> ▪ Contract to prioritize assignments to be completed for the CORE class (as well as other classes) during the daily tutorial ▪ Maintain a classroom notebook (may be in conjunction with CORE class)
2. Use time daily to complete homework and long term projects as assigned.	<ul style="list-style-type: none"> ▪ Keep an assignment sheet/planner ▪ Use a calendar to plan long range activities ▪ Have CORE teacher check and sign daily planners ▪ Work in small groups to discuss, review, and complete assignments
3. Evaluate use of tutorial time	<ul style="list-style-type: none"> ▪ Participation rubric ▪ Individual conferences ▪ Agenda/Planners ▪ Teachers initial calendars ▪ Review of grade in CORE class
4. Complete enrichment assignments during the tutorial if all other work is complete for CORE class as well as other academic classes	<ul style="list-style-type: none"> ▪ Teacher prepared supplemental assignments to provide additional practice in the content standards for each discipline

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Unit 2: Goal Setting, Motivation, Attitude, and Responsibility

Goal: Students will understand the importance of personal motivation, attitude, responsibility, and goal setting in successful school performance.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
1. Understand how to set goals and prioritize	<ul style="list-style-type: none"> ▪ Students write and track personal goals and identify obstacles and solutions toward achieving those goals. ▪ Students regularly check ABI to track grades in each class. ▪ Students make arrangements to meet with CORE teacher to adjust/revise goal for ASC class as needed based on assessments.
2. Understand the importance of attitude, motivation, and responsibility toward personal success	<ul style="list-style-type: none"> ▪ Guest speakers ▪ Class discussions ▪ Self evaluation of tutorial contracts

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Unit 3: Listening and Note Taking Skills

Goals: A) Students will improve listening skills and comprehension for verbally presented material

B) Students will demonstrate the ability to take effective notes from both oral and written sources

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
1. Learn to listen for main ideas, facts, and details	<ul style="list-style-type: none"> ▪ Lecture ▪ CNN Student News
2. Learn various note taking techniques	<p>Students will take notes from both lecture and text using the following:</p> <ul style="list-style-type: none"> ▪ Cornell Note Taking* ▪ Double Entry Journals ▪ Annotating and Highlighting Texts* ▪ Margin Notes ▪ Venn Diagram* ▪ Mapping*

Content Standards: English Language Arts Grades 11-12 1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies). 1.0 Listening and Speaking Strategies. Students formulate adroit judgments about oral communication.
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* Materials available on UMHS Study Skills Site

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Unit 4: Standardized Test Preparation

Goals: A) Students will learn a variety of strategies to prepare for standardized tests.

B) Students will demonstrate the ability to study for and take tests.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
1. Learn and apply a variety of techniques to improve memory and to study for tests.	<ul style="list-style-type: none"> ▪ Acronyms and Acrostics* ▪ Method of Loci* ▪ Rhymes and Songs* ▪ Recitation* ▪ Flash Cards ▪ Games/Competitions ▪ Repeated Reading
2. Learn about the different types of tests (Multiple Choice, True False, Open Book, Essay etc.) and strategies for successful completion (pacing, guessing, understanding the prompt, etc.)	<ul style="list-style-type: none"> ▪ Review Ten Traps of Studying* ▪ Test Taking Tips Power Point* ▪ SCOE materials for Preparing for the CAHSEE ▪ Practice tests CDE Released Test Questions for CST (2003,2004,2005) ▪ Daily Oral Language D.O.L (English) ▪ Word/Concept of the Day – key terminology from each discipline ▪ Diagnostic Tests ▪ Pretests to prepare students for test in CORE subject

*Materials available on UMHS Study Skills Site

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Unit 5: Reading Comprehension

Goal Students will improve their ability to read, comprehend, and study written material from the CORE class.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
1. Understand the various parts of a textbook.	<ul style="list-style-type: none">▪ Understanding Parts of a Textbook Handout *▪ Textbook Review Worksheet *
2. Improve their reading comprehension to more effectively complete assignments and to study for tests.	<ul style="list-style-type: none">▪ SQ3R *▪ Reciprocal Teaching *▪ Graphic Organizers* (KWLH, Main Ideas-Sequence of Events, How to Guess Word Meanings, Questioning Stems, Compare/Contrast Matrix, Venn Diagram, etc.)

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Unit 6: Daily Guided Instruction

Goal: Students will receive guided instruction daily to compliment and reinforce the content standards taught in the CORE class.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
1. Review material covered in the CORE class	<ul style="list-style-type: none"> ▪ Wrap – Around ▪ Games, competitions ▪ Study Guides ▪ Present material covered in CORE class in different ways (Multiple Intelligences, Three Types of Learners) ▪ Practice with similar problems (math) ▪ Use graphs, charts, maps, other graphic organizers ▪ Review Cornell Notes or other notes taken in CORE class
2. Preview material to be covered in CORE class.	<ul style="list-style-type: none"> ▪ Pre-teach units that will be covered in CORE class (math, science, social studies)
3. Receive direct instruction on standardized test questions	<ul style="list-style-type: none"> ▪ Released Tests (CDE) ▪ Supplemental materials for Standardized Test Preparation

Content Standards: Refer to CDE Content Standards English adopted December 1997, Mathematics adopted December 1977, Science adopted October 1998, History-Social Science adopted October 1998

Introduction Academic Support Class

The Academic Support Class constantly evolves as teachers and administrators collaborate to review data and to discuss what works and what doesn't work. At UMHS a counselor is assigned to each ASC class to work directly with the teacher and students to track student progress and to provide additional support. Regular communication and collaboration between the ASC teacher and CORE teacher is also essential to this program.

While all ASC classes have specific elements in common, each discipline has created its own program to best serve the needs of ASC students in the *shadow* class. For example, all Algebra 1 teachers are on the same or nearly the same daily schedule so the instruction in ASC can be specific and related directly to the units studied in the CORE class. In English however, teachers are on a variety of different schedules because of the availability of supplemental novels and teacher preference for presentation of units (thematic, chronological, author study, etc.). ASC English teachers must therefore focus on general instruction that will support the content standards in reading, writing, speaking, and listening, during the direct instruction part of the class. Though the content for the direct instruction may be different in each discipline, all ASC classes are divided in two parts: approximately 1/2 to 2/3 of the class devoted to direct instruction and the remainder of the block devoted to tutorial. All classes have established routines, regular assessments and feedback, and reduced class size in common (20-25 students).

During the tutorial, students work independently or in small groups to complete homework assignments for the CORE class, study for upcoming tests, reread material presented from the texts or novels, or complete enrichment assignments as directed. Students are expected to complete work for the CORE class first and then may complete homework for other classes if time permits. Students may also use this time to make-up tests for the CORE class. Students receive individual instruction as needed during this time and have an opportunity to use the library (and the Learning Resource Center at UMHS) to complete research projects or type essays for the CORE class. In English, students are often grouped by teacher for this part of the class.

As part of the school wide approach at UMHS, ASC teachers continue to reinforce the study skills taught in the ninth grade in Health/ Study Skills with a special focus on Cornell Note-taking, SQ3R, and Reciprocal Teaching. Students who are repeatedly exposed to these strategies should be better prepared to be critical readers and thinkers and to be successful in all academic classes.