

# El Monte Union High School District

January 2009

## Course Outline

High School \_\_\_\_\_ District \_\_\_\_\_

Title: Guided Studies

Transitional\* \_\_\_\_\_ (Eng. Dept. Only)

Sheltered (SDAIE)\* \_\_\_\_\_ Bilingual\* \_\_\_\_\_

AP\*\* \_\_\_\_\_ Honors\*\* \_\_\_\_\_

Department: US

Grade Level (s): 9 - 10

Semester \_\_\_\_\_ Year X

Year of State Framework Adoption \_\_\_\_\_

This course meets graduation requirements:

- ( ) English
- ( ) Fine Arts
- ( ) Foreign Language
- ( ) Health & Safety
- ( ) Math
- ( ) Physical Education
- ( ) Science
- ( ) Social Science
- (X) Elective

Department/Cluster Approval \_\_\_\_\_ Date \_\_\_\_\_

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\*Instructional materials appropriate for English language learners are required.

\*\*For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

**1. Prerequisite(s):** Students will be selected using any of the following criteria:

- Academic difficulty in the 8<sup>th</sup> grade (“D” and/or “F” grades in courses)
- GPA of 1.0 or less in 8<sup>th</sup> grade is recommended
- **For 10<sup>th</sup> grade placement, the need for additional support has been demonstrated through low grade point average in 9<sup>th</sup> grade**
- Counselor/Teacher/Parent recommendation

Priority should be given to English learners (ELs) **and SWDs.**

**2. Short description of course which may also be used in the registration manual:**

To teach and provide student with guidance, time, resources, and life skills toward a positive and successful high school experience by instilling the importance of organization, structure, consistency, and self-discipline with the assistance of all stakeholders (parents, students, teachers, mentors, staff)

**3. Describe how this course integrates the schools ESLRS (Expected School wide Learning Results):**

Students will utilize technology as a tool by using the Internet to research and complete assignments  
Students will demonstrate effective personal and interpersonal skills by recording assignments in agendas, and keeping a notebook with dividers for each subject.  
Students will be healthy individual by developing a positive self-image by learning and practicing study skills that will help them be successful  
Students will be critical thinkers and self-directed learners by learning and applying study skills strategies (i.e., Cornell notes and predicting) in their core academic classes.

**4. Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English language learners:**

This course has been developed to meet individual needs through individualized tutoring and mentoring. SDAIE and Marzano strategies will be used to address the needs of English learners.

**5. Describe the interdepartmental articulation process for this course:**

The Guided Study course is inherently interdepartmental since it is developing study skill necessary in every course. The students that take the course will be expected to work on assignments from their other courses with the help of tutors and mentors.

**6. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:**

Students will engage in developing skills (organizational skills, time management, note taking...) necessary for success in post secondary and vocational education.

**7. Materials of Instruction (Note that materials of instruction for English language learners are required and should be listed below.)**

A. Textbook(s) and Core Reading(s):

- The course curriculum guide, *Teaching Study Skills: A Study Skills Curriculum To Support At-Risk Ninth Graders* which includes curricular map, lesson plans and suggested activities
- All Core academic texts, teacher's editions, and pacing plans.

B. Supplemental Materials and Resources:

- lined paper
- three-ring binder (2 inches thick)
- two pencils
- two pens
- two highlighters
- three-hole punch that can fit in rings of your 3 ring binder

- six dividers with pockets
- zip pencil pouch that will fit in the rings of your 3 ring binder
- planner

C. Tools, Equipment, Technology, Manipulatives, Audio-Visual:

Overhead projector, classroom computers, TV-DVD/VCR, CD/taped audio recordings, audio CD, *Writer’s Inc.* Cuisnart blocks, fraction blocks, algebra tiles, poster board, flip charts, rulers, protractors, calculators, access and utilization to all computer labs, library, etc.

8.

**Objectives of Course:**

The objective of this course is to support 9<sup>th</sup>/10<sup>th</sup> grade students by providing students with guidance, time, resources, and life skills toward a positive and successful high school experience by instilling the importance of organization, structure, consistency, and self-discipline with the assistance of all stakeholders (parents, students, teachers, mentors, staff) in order for the student to successfully complete their 9<sup>th</sup>/10<sup>th</sup> grade experience attaining grades of “C” or better in all courses.

**Unit detail including projects and activities including duration of units (pacing plan):**

The following refers to the *Teaching Study Skills* packet which is included in the Study Skills Curriculum. Pages identified are from the *Teaching Study Skills* packet (copy attached).

The plans for the first three days (Wednesday, Thursday, and Friday of the first week of school) referred to below are intended for approximately 55 minute periods. The following days have been planned for approximately 90 minute periods (block scheduling). If your site has a traditional schedule where students meet daily, adjustments will have to be made. The lesson plans provided have been designed to help teachers with the organization of the curriculum. These lesson plans are suggested lesson plans. Teachers may modify the plans provided the skills presented in the lesson plans are taught.

Each lesson begins with supplies needed. It is important that the supplies are gathered and prepared before the lesson. Power points that have been included should be modified to fit the teacher/classroom situation.

**Introduction:** A note to teachers using the curriculum (page 4)

**Setting the Stage:** A note to teachers (page 8)

<b>Lesson plans:</b>	<b>page</b>
Day One: Connections & Agendas.....	11
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2 Truths & a Lie PowerPoint Example.....	15

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Student Information Sheet .....	29
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**Indicate references to state framework(s)/standards (If state standard is not applicable then national standard should be used):**

Standards addressed will be based on the subject in which the student is receiving support or tutoring. Standards in English, Math, Social Studies... will be taught in the core classes and supported through the Guided Studies course by the teacher, peer tutor, mentor or other support personnel.

**Student performance standards: see below**

**Evaluation/assessment/rubrics/ minimal attainment for student to pass course:**

A grade in this class will be calculated by the number of points received for completing the planner, warm up/core subject reviews, grade checks, and tutorial attendance. The student is expected to attend every tutorial. The student is expected to complete and return grade cards in the same week that they are assign.

<b>Final grade will be assigned based on the following scale:</b>
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**A: 90 – 100%    B: 80 – 89%    C: 70 – 79%    D: 60 – 69%    F: 59% or lower**

**Tutorials** are an important way to make up assignments that are missed due to absence, to receive extra help, to complete group projects, and to ask questions. The teacher has the right to assign mandatory tutorials.

**Absences** are critical in determining the grade! Attendance will be checked weekly in all classes to make sure that the student is attending classes. Because it is very difficult to pass classes if a student does not attend, the citizenship grade will be determined by attendance along with other behavior factors. The scale follows:

- O:** Zero consequences and/or 1-2 excused absences
- S:** 1 consequence and/or 3-4 excused absences
- N:** 2 - 3 consequences and/or 5 excused absences and or/ 2 trancies/unexcused absences
- U:** 4 or more consequences and/or 6 or more excused absences and/or 3 or more trancies/unexcused absence