

HIGH SCHOOL COURSE OUTLINE

Department	Special Education	Course Title			Strategies for Success 9		
Course Code	5033	Grade Level	9	Course Length	2 semesters	Credits/Semester	5
Required for Graduation	NO	Meets H.S. Grad Requirement			No	Elective Credit	X
Prerequisites	IEP states "RSP Support between 138-275 minutes per week, depending on the school site schedule."						
Articulated with LBCC		NO	Articulated with CSULB			NO	
Meets UC "a-g" Requirement		NO	Meets NCAA Requirement			NO	

COURSE DESCRIPTION:

This course is designed for ninth grade high school students in a Resource Specialist Program. The students enrolled in this course are identified as 9th graders needing RSP support in a variety of skill and academic areas. In order for students to benefit from classroom teaching, they must exhibit certain appropriate and effective learning and school behaviors. When students exhibit these behaviors, a better teaching and learning environment is the result.

Appropriate learning and school behaviors, such as organizational skills and study skills are best established by direct instruction. Various components of direct instruction include continuous communication of expectations, instructional objective and targeted instruction of a behavior or strategy, modeling, guided practice, checking for understanding, independent practice and feedback. Instruction should include extension or immediate application of skills to learning activities/assignments.

In addition to 20-40 minutes of daily direct study skills instruction, this course will introduce learning strategies that students will use to complete assignments in academic classes. Students will receive additional pull-out support for their academic classes by having an RSP teacher pre-teach, re-teach, and review concepts, model and teach strategies that give students tools to access and successfully complete the work required of them in general education classes. These strategies are designed to provide students with systematic procedures for completing common school tasks (i.e., projects, essays, daily assignments) to increase their academic success in general education classes.

GOALS:

Students will:

- 1) Understand the purpose of the SFS course and service delivery model. (Career Development 1.1)
- 2) Use appropriate learning and school behaviors before, during, and after class. (Career Development 2.3)
- 3) Use a notebook to organize classroom materials. (Career Development 5.4)
- 4) Use a monthly calendar as an aid in time management. (Career Development 5.4)
- 5) Organize assignments and papers. (ELA 2.1)
- 6) Create an efficient and effective study environment. (Career Development 5.5)
- 7) Plan assignments effectively.
- 8) Develop an understanding of the high school requirements, policies and resources
- 9) Learn about their own IEP's
- 10) Plan and participate in developing their transition plans
- 11) Self-advocate for themselves (i.e., IEP's, accommodations, homework, absences, clarity)
- 12) Answer written questions on quizzes, tests and in various texts.
- 13) Apply proofreading strategies. (ELA – 1.4 Written Conventions)
- 14) Use memory devices to remember and learn material.
- 15) Use active reading strategies.
- 16) Map written materials.
- 17) Summarize information. (ELA – Writing Applications)
- 18) Develop oral and written language abilities. (ELA – Written and Oral English Language Conventions)
- 19) Develop strategies for brainstorming.
- 20) Learn strategies for effectively participating in class discussions.
- 21) Use various content area strategies to access textbooks.
- 22) Students monitor their own progress.
- 23) Set goals and develop individual action plans to facilitate success.
- 24) Know their campus and where to locate student services available to them.
- 25) Use technology to support their learning.

PERFORMANCE STANDARDS:

Students will:

Unit 1: Getting Started, School Behaviors, Classroom Expectations

- 1) Review and verify current class schedule and make changes as necessary based on RSP teacher direction.
- 2) Describe the purpose of the course.
- 3) Ensure that they obtain necessary materials for all courses.
- 4) Familiarize themselves with various areas of the campus.
- 5) SDevelop and use a classroom Word Wall with “Strategies for Success” and core content vocabulary.
- 6) Turn in completed core content area bi-weekly progress reports every two weeks.

Unit 2: School Behaviors and Classroom Expectations

- 7) Be ready to begin class when the bell rings.
- 8) Follow “during class” guidelines for each academic course enrolled.
- 9) Explain specific learning and school behaviors that are important to implement before, during and after class.

- 10) Discuss appropriate ways to ask for help both inside and outside of the classroom.
- 11) Discuss appropriate ways to resolve conflicts both inside and outside the classroom involving both peers and adults.
- 12) Attend all classes and ensure that notes for excused absences are turned in to the attendance office in a timely manner.
- 13) Record awarded daily SFS points

Unit 3: Organizational Skills/Notebook

- 14) Maintain a three-ring binder, with dividers and a pen/pencil pouch
- 15) Maintain individual binders for Math, Science, History, and English and other subject areas.
- 16) Record all assignments (short and long-term), tests, reports, and special events into their planner/calendar.
- 17) Plan daily home study in their planner.
- 18) Keep a learning log of all skills learned on SFS and academic classes.

Unit 4: Getting the Most Out of High School

- 19) Identify all graduation requirements
- 20) State where the counselor is and where the counselor is located
- 21) Explain G.P.A.
- 22) Explain the purpose of a transcript, including what it is, what is put on them, where they go, etc.
- 23) Explain the AVUHSD Graduation Check.
- 24) Identify site policies (i.e., attendance, dress code etc. and the consequences for violation of such site policies)
- 25) Identify what constitutes academic dishonesty and consequences for it.
- 26) Identify clubs, organizations, and sports available at the specific site.
- 27) Identify electives available both on and off campus.
- 28) Identify site specific ways to receive additional support in academics (i.e., unscheduled period, lunch and after-school tutoring)
- 29) Evaluate semester status of graduation check.
- 30) Explain the NCAA requirements for participation in college sports (for student athletes).
- 31) Explain where the Career Center is located on campus and what services they offer.
- 32) Demonstrate how to read a rubric and discuss grading for each course enrolled.

Unit 5: Know Your IEP

- 33) Explain what an IEP is
- 34) Convey when their IEP is due.
- 35) Identify who should be present at their IEP.
- 36) Explain the accommodations needed on assessments.
- 37) Explain the accommodations needed in classroom instruction.
- 38) Communicate required accommodations to general education teacher
- 39) Describe current levels of performance.
- 40) Advocate for use of their IEP accommodations.
- 41) Identify and explain their goals and objectives.
- 42) Communicate and advocate for implementation of behavior plan, if applicable.
- 43) Understanding age of majority rights.
- 44) Provide input on their needs, goals and other information during the IEP.

Unit 6: Build a Community of Learners

- 45) Generate topic specific ideas with a partner and small groups.
- 46) Use and devalue their own appropriate cooperative behaviors with partners and small groups.
- 47) Facilitate academic discussions with a question wall.
- 48) Develop a classroom oath/motto/mission.

Unit 7: Self-Advocacy

- 49) Approach the general education teacher at the appropriate time to request completion of the bi-weekly grade report via form or e-mail.
- 50) Obtain SFS general education teacher report every other week and return to case manager.
- 51) Communicate and advocate for implementation of behavior plan, if applicable.
- 52) Advocate for use of their IEP accommodations.
- 53) Provide input on their needs, goals and other information during the IEP.

Unit 8: Data Collection

- 54) Explain the importance of data to inform academic progress.
- 55) Determine what data to collect and how it will be measured.
- 56) Collect baseline data.
- 57) Collect data bi-weekly
- 58) Keep a GPA graph on each bi-weekly grade check by using Edline.
- 59) Use and compare data for academic improvement.

Unit 9: Goal Setting

- 60) Determine individual short-term goals to be achieved based on data collected.
- 61) Determine an individual long-term goal to be achieved based on data collected.
- 62) Determine an action plan to help guide them to their goal.
- 63) Measure progress towards goals.

Unit 10: Note-Taking/Listening

- 64) Determine and record topics, important details, and diagrams presented in instruction.
- 65) Re-read and revise notes to ensure understanding.
- 66) Write and use study questions based on their notes.
- 67) Repeat directions to teacher or peers.
- 68) Separate the steps required to complete a direction.
- 69) Use various graphic organizers to take notes on verbal directions.
- 70) Increase ability to follow complex and multiple step oral directions or information.
- 71) Recite key information (such as numbers, dates, verbs, directions, etc.)
- 72) Recite and apply the steps of active listening.
- 73) Use active listening skills
- 74) Use Cornell Notes

Unit 11: Test-Taking/Test Preparation

- 75) Use the RCRC (Read, Cover, Recite, Check) strategy to learn new material.
- 76) Create and use mnemonic devices to facilitate learning topics and related facts.
- 77) Create an appropriate tool for studying based on the test/subject (i.e., author's purpose, flashcards, formulas)
- 78) Create test questions and discuss which questions occur the most (i.e., author's purpose, vocabulary, main idea).

- 79) Eliminate answers on a multiple-choice test.
- 80) Read a writing prompt and address all aspects of that prompt.
- 81) Know and utilize modifications/accommodations during test taking.

Unit 12: Planning Assignments

- 82) Divide longer assignments into smaller tasks
- 83) Write an action list for assistance in home studying.
- 84) Set/reset priorities as new assignments are assigned.
- 85) Select or create an appropriate time and place for home study with all essential materials.
- 86) Describe procedures for completing homework.
- 87) Complete neat, well-organized, legible papers.
- 88) Use the four steps (plan it, complete it, check it, and turn it in) in planning for simple and complex assignments.
- 89) Analyze current home study
- 90) Create a home study plan
- 91) Implement and use the home study plan
- 92) Brainstorm and collect needed materials
- 93) Ask core teachers the best way to study for upcoming tests.

Unit 13: Completing Assignments

- 94) Write accurate, complete-sentence answers that restate the question.
- 95) Write complete sentence answers to an assignment
- 96) Verify that all parts of the assignment are addressed and completed before turning in.
- 97) Ask questions if unsure how to complete an assignment, due date, etc.
- 98) Complete assignments before or on the due date.
- 99) Track (check off) completed assignment in planner or an assignment log.
- 100) Explain procedures for turning in completed work for each class.

Unit 14: Student Engagement

- 101) Respond with Sentence Starters.
- 102) Explain and participate in various engagement activities (response boards, give and take, etc.)
- 103) Initiate and/or participate in engagement activities during all instructional periods.
- 104) Generate topic specific ideas with a partner and small groups.
- 105) Use and evaluate their own appropriate cooperative behaviors with partners and small groups.
- 106) Prepare for and participate in discussion
- 107) Understand, use, and generate examples of the steps in participating in discussions (i.e., Build Background, Knowledge/Schema, Think, Tell, Record, Share).

Unit 15: Accessing Textbooks

- 108) Determine the organization and content of a text selection.
- 109) Select a topic and important details of a paragraph.
- 110) Take notes on a chapter.
- 111) Retell chapter content from their notes.
- 112) Write study questions that correspond with the content of their notes.
- 113) Map topic and important details of a paragraph, headings, subheadings, and section of a chapter.
- 114) Write a summary paragraph of important information.

- 115) Use vocabulary strategies.
- 116) Engage in text by using an anticipation guide.
- 117) Use pre-reading strategies such as reading headings, subheadings, graphs, charts, diagrams, looking at context clues, margin notes, italics, bold print, etc.

Unit 16: Research Skills/Review Test Taking

- 118) Explore the multiple uses of Edline to understand its purpose and function.
- 119) Identify research skills and people and places to find research.
- 120) Identify the parts of speech, read the definition(s), example sentences and identify other forms of the entry word from a dictionary and answer questions about the meaning of the entry word.
- 121) Select the best definition from a word entry in a dictionary
- 122) Use the World Wide Web to locate places, animals, events, and record specific information about those.
- 123) Use “Turn It In”.com to teach skills
- 124) Teach paraphrasing and summarizing techniques

Unit 17: Reflection on Learning

- 125) Student Survey
- 126) Essay on how the class helped you and how the class could be improved.
- 127) Analyze and reflect on student data kept through out the year.

Unit 18: Next year

- 128) Review credits
- 129) Review GPA
- 130) Reflect on post high school goals
- 131) Review 2 year college vs 4 year college
- 132) Determine summer school needs
- 133) Review 10th grade requirements
- 134) Determine the need to take college courses during the summer
- 135) Make a academic plan

OUTLINE OF CONTENT AND SUGGESTED TIME ALLOTMENT:

Suggested Daily Schedule

Strategies for Success study skills content should be taught each day that the students meet. Depending on the site schedule (period or block), study skills should be taught for a minimum of 20minutes per period or 40 minutes per block.

55-minute period	90-minute block	120-minute block
Review notebook/planner DOL based on 9 th grade standard 10 min.	Review notebook/planner DOL based on 9 th grade standard	Review notebook/planner DOL based on ELA 9 th grade standard 10 min.
Strategies for Success* 25 min.	Strategies for Success* 40 min.	Strategies for Success 40 min.
Content Support 20 min. Includes direct instruction, modeling, guided, practice, checking for understanding and independent practice. Teachers will be pre-teaching; re-teaching and reviewing concepts, text, and/or skills learned in academic classes.	Content Support 50 min. Includes direct instruction, modeling guided practice, checking for understanding and independent practice. Teachers will be pre- teaching; re-teaching and reviewing concepts, text, and/or skills learned in academic classes.	Content Support/ Goals and Objectives Content support 60 min. Includes direct instruction, modeling, guided practice, checking for understanding and independent practice. Teachers will be pre- teaching; re-teaching and reviewing concepts, text, and/or skills learned in academic classes.

The following outline shows skills that should be addressed during the study skills portion of the course. Once content has been taught, teachers should continue to integrate or spiral instruction and monitor effective application throughout the entire year.

First Quarter

- 1) Getting Started/School Behaviors 1 week
- 2) School Behaviors 1 week
- 3) Organizational Skills/Notebook 1 week
- 4) Getting the Most Out of High School 2 weeks
- 5) Getting to Know Your IEP 2 weeks
- 6) Building a Community of Learners 1 weeks

Second Quarter

- 7) Self Advocacy* 2 weeks
- 8) Data Collection* 2 weeks and collect data once a month
- 9) Goal Setting 2 weeks
- 10) Note Taking/Listening* 2 weeks

Third Quarter

- 11) Test Taking/Test Preparation 3 weeks and review before STAR
- 12) Planning Assignments 2 weeks
- 13) Completing Assignments* 2 week s
- 14) Student Engagement* 2 weeks

Fourth Quarter

- 15) Accessing Textbooks 3 weeks
- 16) Research Skills 2 weeks
- 17) Reflection on Learning 1 week
- 18) Next Year 1 week

*Skills/topics that should be addressed ongoing throughout the entire school year.

Curriculum Map

First Quarter

Topic	Unit 1: Getting Started/School Behaviors	Unit 2: School Behaviors and Classroom Expectations	Unit 3: Organizational Skills/Notebook
Allocated Number of Weeks	1 Week	1 Week	1 Week
Essential Questions	What can I get out of this class? Why do I need to learn to study?	What specific behaviors should I apply in school? How will this help me to succeed? How can I ask for help?	How should I organize my notebook and other materials? How will this help me to succeed?
Suggested Lesson Topics	<ul style="list-style-type: none"> - Current class schedule, how to Make changes to schedule - Create lists of required materials for all courses <ul style="list-style-type: none"> - P.A.T. (Prepare, Actions, Test) - Areas of campus - Purpose of course - Bi-Weekly reports - Benefits of the class 	<ul style="list-style-type: none"> - School behaviors - Structure/Routines - Expectations <ul style="list-style-type: none"> - Pre-class, during class, Homework, assignments - Importance of good attendance - Resolve conflicts - Absence/tardy procedure - Daily SFS Points 	<ul style="list-style-type: none"> - School holidays on calendar - Color code notebook - Highlight/record important days - Organize notebook - Daily home study
Vocabulary	Vocabulary, develop, describe, academic, assessment, schedule, courses, campus, Strategies for Success, bi-weekly	Demonstrate, request, paragraph, role-play, guidelines, absences, appropriate, eye contact, conflict, peer, alternatives	Essay, project, report, research, organization. Planner, signature, study, assignments, short-term, long-term
Materials for teaching and practice	<ul style="list-style-type: none"> - Current schedules - Word Wall for SFS and academic course vocabulary - Course syllabi for various classes - SFS 9 course outline - Bi-weekly reports - High School Course Selection Guide - “How to Get the Most Out of High School” booklet - High School Planner - Open Book, Scavenger Hunt, Word Wall 	<ul style="list-style-type: none"> - Current schedules - Posters - Behavior Plans - Daily SFS Points Sheet - Word Wall for SFS and academic course vocabulary 	<ul style="list-style-type: none"> - Current schedule - High School Planner - Binder - Dividers - School Calendar - Word Wall for SFS/course vocabulary
Suggested Assessments*		Role-play, examples and non-examples, listening skills	Notebook and planner evidence, Mock Assignments, Daily Log, a Quick Write, picture, or Map

Curriculum Map

Second Quarter

Topic	Unit 4: Getting the Most out of High School 2 Weeks	Unit 5: Know Your IEP 2 Weeks	Unit 6: Building A Community of Learners 2 Weeks
Allocated Number of Weeks	2 Weeks	2 Weeks	2 Weeks
Essential Questions	How can I be sure that I complete and receive full credit for assignments that I do?	What is an IEP? How will my IEP help me succeed in school?	How can I make sure my needs are being met in this course? What do I have to offer this class?
Suggested Lesson Topics	<ul style="list-style-type: none"> - Grad requirements SFSCG - Grad Checks SFSCG - GPA (MOHS – 2) - Transcripts, GPA - Required tests for this year - Service learning/Plan - School Personnel (i.e., Banker, Counselor) - Site policies - Campus clubs/organizations - Additional support for academic/behavioral issues - E-mail General Education Teachers 	<ul style="list-style-type: none"> - IEP – What? Why? When? Who? - Purpose of goals and objectives - How the IEP affects students - Complete IEP Transition Worksheets for the 04-05 year - Accommodations/Mod - Communication with General Education Teachers - Transition Worksheets 	<ul style="list-style-type: none"> - Private, Partner, Public - Give One, Get One - Classroom oath - Question wall - Weekly group discussions - Student reflection on activities - Open forum discussions - Evaluate own behavior with others
Vocabulary	Evaluate, identify, name, explain, create, graduation, requirements, service learning, GPA, Career Center, academic dishonesty consequences, transcript, NCAA, rubric, Graduation Check, tutoring, organizations, status, policy enrolled	Input, advocate, provide, IEP, transition, planning, inventory, pupil, instruction, interview, accommodations, level, assessments, goals, objectives	Checklist, discussion, facilitate, evaluate, cooperative, behavior, oath, roles, partner, group, contributing
Materials for teaching and practice	<ul style="list-style-type: none"> - “How To Get The Most Out of High School” booklet - Sample Transcript - Testing Schedule (AVUHSD Website) - Word Wall (SFS/academic vocabulary) 	<ul style="list-style-type: none"> - Student’s Own IEP - Transition Worksheets - Word Wall (SFS/academic vocabulary) 	<ul style="list-style-type: none"> - Word Wall (SFS/academic vocabulary)
Suggested Assessments	Multiple Choice Test Essay on How to Get the Most Out of High School	IEP Worksheet	Checklist and Assessment

Curriculum Map

Second Quarter

Topic	Unit 7: Self Advocacy 2 Weeks	Unit 8: Data Collection* 2 Weeks	Unit 9: Goal Setting 2 Weeks
Allocated Number of Weeks	2 Weeks	2 Weeks	2 Weeks
Essential Questions	What can I do to ensure that my needs are being met?	How do I know if I am progressing and learning? Why do I need to Know?	How can goals help me be successful?
Suggested Lesson Topics	<ul style="list-style-type: none"> - E-mail General Education Teachers - Appropriate way to interact with General Education Teachers - Advocate for accommodations - Input on own IEP - What to do if you don't understand an assignment/project. 	<ul style="list-style-type: none"> - Data collection – Why? How? - How often? - Baseline data - Charting - Study journal/learning log - Goal chart - Weekly point system - GPA graph - Note care evaluation - Conferencing - Discipline - GPA graph - Compare data - Use data for decision making 	<ul style="list-style-type: none"> - Why set goals? - Short term goals - Long term goals - Components of goals - Action plan
Vocabulary	appropriate, advocate, communication, polite	graph, measure, interpret, data, progress, baseline, goal, horizontal, vertical, collect, improve, decision-making	goals, short-term, long-term, baseline, re-evaluate, measure academic
Materials for teaching and practice	<ul style="list-style-type: none"> - Word Wall (SFS/academic vocabulary) 	<ul style="list-style-type: none"> - Graph - Goal - Word Wall (SFS/academic vocabulary) 	<ul style="list-style-type: none"> - Goal chart - Word Wall (SFS/academic vocabulary)
Suggested Assessments	Role-Play, Attend own IEP meeting, Checklist	Line Graph Completion, Line Graph Interpretation, Graph Analysis and Next Steps	Restate steps to achieve goal, scenario, categorize goals samples

*Data collection is on going throughout the year

Curriculum Map

← **Third Quarter** →

← **Second Quarter** →

Topic	Unit 10: Note taking/listening	Unit 11: Test Taking/Test Preparation	Unit 12: Planning Assignments
Allocated Number of Weeks	1 Week and collect data once a month	3 Weeks	2 Weeks
Essential Questions	How do I know what is important when I take notes? How do I organize my notes?	How can I improve my scores on tests?	How can I plan my time on assignments so that everything gets completed on time?
Suggested Lesson Topics	<ul style="list-style-type: none"> - Graphic organizers - Cornell Note-taking - Outlining - KWL - Recognize and Identify Key Information - Model/Demo - Format/Template - Signals/Cues - Symbols - Abbreviations - FACT - Write study questions from notes - Active listening 	<ul style="list-style-type: none"> - RCTC - Essay questions - Fill in the blank - Multiple choice - True/False - Matching - Proof reading - Studying Tips study groups, review, scheduling, practicing, notes flash cards - Understand directions, organize tasks - Mnemonic devices - Eliminating answers - Test vocabulary development - Create Test questions and answers from SFS/Content area - Levels of questioning 	<ul style="list-style-type: none"> - Divide long assignments action list - Priority setting, resetting - Procedures for completing homework/class work - Study place - Home study - Four steps in planning - Format for assignments - Timelines - Analyze home study plan - Create an effective home study plan - Create a school study plan - Ask core teachers for best way to study for upcoming tests
Vocabulary	note-taking, information, important, graphic organizers	directions, answers, essays, strategies, practice, study	divide, plan, action, steps/procedures, priority, format, timelines.
Materials for teaching and practice	<ul style="list-style-type: none"> - Notebook/binder - Templates - Word Wall (SFS/academic vocabulary) 	<ul style="list-style-type: none"> - Notebook/binder - Planner - Word Wall (SFS/academic vocabulary) 	<ul style="list-style-type: none"> - Notebook/binder - Planner - Word Wall (SFS/academic vocabulary)
Suggested Assessments	Student Lesson, Student-Generated Test Questions, Grading Rubric, Graphic Organizers	Student-Generated Questions, Important Strategies in Taking Various Types of Tests.	Scrambled Timeline

Curriculum Map

Third Quarter

Topic	Unit 13: Completing Assignments 2 Weeks	Unit 14: Student Engagement 2 Weeks	Unit 15: Accessing Textbooks 3 Weeks
Allocated Number of Weeks	2 Weeks	2 Weeks	3 Weeks
Essential Questions	How can I be sure that I complete and receive credit for assignments that I do.	What things can I do to participate in class discussions and assignments?	How can I learn the information in the content textbooks if it is too hard for me to read?
Suggested Lesson Topics	<ul style="list-style-type: none"> - Restate the question - Write complete sentence answers to an assignment - All parts of the assignment need to be addressed - Ask questions regarding how to complete an assignment before the due date - Track completed assignments - Graph assignments turned in – keep data - Procedures for turning in completed work for each class 	<ul style="list-style-type: none"> - Sentence Starters - Build Background, Knowledge/Schema - Think, Tell, Record, Share - Active Participation Strategies - Response Prompts - Build active listening skills - Argumentation skills - Idea Wave 	<p>One Week – Pre Reading: Vocabulary building, Anticipation Guides, Text Pre-Reading, narrow reading, Frayer Model, Schema Word forms.</p> <p>One Week – During Reading: SQ2R, active questioning, note taking, read critically, memory</p> <p>One week – Post-Reading: Create study questions, KWL, Analyze, Retell STRATEGIES</p> <p>Activate schema, question, visualize, infer, synthesize, genre conventions, cueing systems, summarize</p>
Vocabulary	complete, directions, restate, question, assignment due date, track procedures	participation, background knowledge, respond/response, prompts, active listening	textbook, access, vocabulary, text features, summary, questions, visualize
Materials for teaching and practice	<ul style="list-style-type: none"> - planner, assignment log - Word Wall (SFS/academic vocabulary) 	<ul style="list-style-type: none"> - Word Wall (SFS/academic vocabulary) - Sentence Starters 	<ul style="list-style-type: none"> - Word Wall (SFS/academic vocabulary) - Anticipation Guides - Frayer Model vocabulary form - SQ3R - KWL
Suggested Assessments	poster, restate questions, re-tell procedures	Sentence Starter Match, application of Sentence Starters/Responses	Fill-in/short answer, Frayer Model, Pre-Reading Skills Checklist

Curriculum Map

Fourth Quarter

Topic	Unit 16: Research Skills	Unit 17: Reflection on Learning	Unit 18: Next Year
Allocated Number of Weeks	2 Weeks	1 Week	1 week
Essential Questions	How do I locate information?	What did I learn this year? What worked for me?	What should I expect next year? What are my academic/summer plans?
Suggested Lesson Topics	<ul style="list-style-type: none"> - Use E-mail to communicate with their General Education Teachers - Identify Research Skills - Identify people and places to find research. 	<ul style="list-style-type: none"> - SFS Student Survey - Pros/Cons - What worked this year? What didn't? What can be done to support for next year? - How could this class be improved to benefit you better? - analyze and reflect on student data kept throughout the year 	<ul style="list-style-type: none"> - Summer school needs - Volunteer in the community - SFS 10 Course Outline - 10th grade requirements - create own summer academic plan - Create plan for service learning - Graduation check – after one year
Vocabulary	e-mail, clarify, communicate, research, best, record	reflection, pro, con, improve, benefit, survey	planning, long-term, requirements
Materials for Teaching and practice	<ul style="list-style-type: none"> - Word Wall (SFS/academic vocabulary - Computer, library, dictionaries 	<ul style="list-style-type: none"> - Word Wall (SFS/academic vocabulary - Student Data collection graphs, Student Surveys. 	<ul style="list-style-type: none"> - Word Wall (SFS/academic vocabulary - Transcript - graduation check - Make up credits/summer school
Suggested Assessments	Dictionary Skills	Quick Write, pro/con chart	Academic plan for summer, plan for next year

METHODS: A variety of instructional strategies will be utilized to accommodate all learning styles:

Lesson Design & Delivery: Teachers will incorporate these components of lesson design during direct instruction and inquiry activities. The order of components is flexible, depending on the teacher’s vision for the individual lesson. For instance, the objective and purpose, while present in the teacher’s lesson plan, are not made known to the students at the beginning of an inquiry lesson.

<p>Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis</p>	<p>Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice</p>
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Some components may occur once in a lesson, but others will recur many times. Checking for understanding occurs continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.

Active Participations: Teachers will incorporate the principles of active participation and specific strategies to insure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

COVERT	OVERT (Oral)	OVERT (Written)	OVERT (Gestures)
- Recall	- Pair/Share	- Restate in Journals/ Notes	- Hand Signals
- Imagine	- Idea Wave	- Response Boards	- Model with Manipulative
- Observe	- Choral Response	- Graphic Organizers	- Stand up/Sit Down
- Consider	- Give One, Get One	- Folded Paper	- Point to Examples
	- Socratic Seminar	- Ticket Out of Class (reward for completing all requirements in a week period (library, career center, resource center, etc.)	
	- Cooperative Discussion Groups (i.e., Talking Chips, Gambit Chips)		

Methodologies Utilized in Teaching

Learning styles and learning challenges of your students may be addressed by implementing combinations of the following:

Reading Strategies

- Learning Logs
- Pre-teaching
- Vocabulary
- Pre-reading
- Text Structures
- Trail Markers
- Reciprocal Teaching
- Functional Text
- Anticipation Guides
- Pre-reading Strategies
- RCTC (Read, Cover, Recite, Check)
- Text Tabbing
- Graphic Organizers
- Give One, Get One
- Reciprocal Teaching
- Scaffolding

SDAI Strategies for English Learners

- Tapping/Building Prior Knowledge (Graphic Organizers, Schema)
- Grouping Strategies
- Multiple Intelligences
- Adapt the Text
- Interactive Learning (manipulatives, visuals)
- Acquisition Levels
- Language Sensitivity
- Lower the Affective Filter (including processing time)
- Home/School connection (including Cultural Aspects)

Strategies for Special Needs Students

- Role-Play
- Scenarios
- Visualize
- Provide a Structured Environment
- Provide Consistent Transitions and Expectations
- Interactive Learning (manipulatives, visuals)
- Adapt Text
- Cueing System
- Homogeneous Grouping
- Small Group Instruction
- Direct Instruction
- Graphic Organizers
- Partner
- Build Prior Knowledge
- Differentiate Instruction
- Modify/Adapt the Curriculum: (i.e., Change of response, scheduling, presentation, and setting)
- Use of Instructional Accommodations (i.e., Change of response, scheduling, presentation, and setting)

METHODS: A variety of instructional strategies will be utilized to accommodate all learning styles:

Vocabulary Strategies
Anticipation Guides
Pre-Reading Strategies
RCRC (Read, Cover, Recite, Check)
Text Tabbing
Graphic Organizers
Give One, Get One
Reciprocal Teaching
Scaffolding

Specific Components:

- I. **Bi-Weekly Progress Report** (see SFS 9 Curriculum Guide-Resources and appendix)
 - Students should ask General Education teachers to complete this report every other week.
 - The report is part of the SFS grade and must be turned in to the RSP teacher.
 - The completed reports be easily accessible
 - Interventions should be developed and implemented for students whose bi-weekly Progress Report note D's and/or F's.
- II. **Daily SFS Points** (see SFS 9 Curriculum Guide-Resources and Appendix)
 - *Students* should keep record of points awarded to them in SFS class.
 - Points should be awarded throughout class, rather than at one set time (i.e., "Great Answer, Give yourself one "Class work Point". Thank you for getting your notebooks and sitting down right away, please give yourself one "Behavior Point").
 - Students should tally points each week or every other week. These points can be graphed and monitored.
- II. **SFS Posters** (see SFS 9 Curriculum Guide – Appendix)
 - SFS Posters must be hung in each classroom.

MATERIALS USED IN TEACHING THE COURSE:

Basic Text/Materials for SFS:

SFS 9 Course Outline (8/05), including the SFS 9 Curriculum Guide & Map
Copies of Students IEP's

Basic Text/Materials for Content Support

High School (9-12) Content Standards and Curriculum Objectives**
English/Language Arts
Math
History
Science

Course outlines and Pacing Charts: *

English 9

Algebra (1), Geometry

Life Science, Physical Science, Earth Science, Biology

* Located on District Website

Supplemental Materials:

Getting the Most Out of High School, Woodburn Press

Advanced Skills for School Success, Anita Archer and Mary Gleason, Curriculum Associates

Module I: School Behaviors and Organizational Skills, Student book and/or Teacher Guide

Module 2: Completing Daily Assignments; Student book and/or Teacher Guide

Module 3: Effective Reading of Textbooks; Student Book and/or Teacher Guide

Module 4: Learning from Verbal Presentations and Participating in Discussions; Student Book and/or Teacher Guide

Evaluation: Student Achievement in this course will be measured using multiple assessments tools including but not limited to: (a grading scale and/or rubric should be included)

Suggested Grading (Grades A, B, C, D, F are given in this course):

Progress should be monitored by the use of charting, portfolios, or folders.

	<u>Percentage of Grade</u>
• Daily Active Participation in Class	40%
- Attendance	
- Participating in individual and group discussion	
- Answering questions	
- Remaining on-task with the group	
- Participating in individual and group assignments	
- Completes class assignments	
• Notebook and materials	20%
- Bringing content area assignments to SFS class	
- Notebook – (see rubric)	
- Calendar or Planner	
• Study Skills Assessment	30%
- I.e., Classroom Unit assessments, daily quick writes, observation, checklists, application, portfolio	
• General Education Bi-weekly Grade Check	10%

Additional Grading Criteria:

*** Homework/Additional Assignments**

Students should not receive separate homework or in class assignments (i.e., book reports) in the SFS course. Homework/Assignments should include only tasks assigned by the general Education content area teacher. Therefore the student should not be graded in the SFS course for homework assignments that will be graded in content area classes. The SFS teacher may teach students to divide long assignments into smaller ones and assigning those assignments as homework. This will support the skills learned in SFS and help students to apply those same skills to their homework.

*** Mid-Term/Final Exams**

Students should **not** be administered a Final Exam in SFS class. This time can be used to:

- Complete missed work
- Make study materials (i.e., flashcards, questions and answer cards/sheets)
- Tab material that needs to be studied at a later time
- Study with a buddy or the teacher
- Participate in mock assessments
- Quick Writes about topics to be assessed.

Optimal

- Surveys
- Goals for 2nd Semester
- Did accommodations make a difference in finals
- Self reflection
- Chart efforts

Notebook Rubric

4	3	2	1	0
Notebook is tabbed and all assignments are in the correct section, all assignments are documented and checked off when they are completed, and calendar is always used.	Notebook is tabbed and has most assignments in correct sections, most assignments are documented and calendar is usually used.	Notebook is tabbed and has most assignments in correct sections, some assignments are documented, and calendar is sporadically used.	Notebook is grossly unorganized, very little or no information/assignments documented, calendar is rarely used	No notebook

(Quarter progress report and end of semester grades are based on the same criteria-see below)

Grading Standards at Mid Semester and End of Semester:

Proficiency	Grade	Mid Semester	End Semester
Advanced Proficiency	A	Active daily participation 90% of the time. Return Bi-weekly Grade Check 90% of the time. Study Skills Assessments – average score 90-100% Notebook – rubric score of 4	Active daily participation 90% of the time. Return Bi-weekly Grade Check 90% of the time. Study skills Assessments – average score 90-100% Notebook – rubric score of 4.
Proficient	B	Active daily participation 80% of the time. Return Bi-weekly Grade Check 80% of the time. Study Skills Assessments – average score 80-89% Notebook – rubric score of 3.	Active daily participation 80% of the time. Return Bi-weekly Grade Check 80% of the time. Study Skills Assessments – average score 80-89% Notebook – rubric score of 3.
Partially Proficient	C	Active daily participation 70% of the time. Return Bi-weekly Grade Check 70% of the time. Study Skills Assessments – average score 70-79% Notebook – rubric score of 2.	Active daily participation 70% of the time. Return Bi-weekly Grade Check 70% of the time. Study Skills Assessments – average score 70-79% Notebook – rubric score of 2.
Partially Proficient	D	Active daily participation 60% of the time. Return Bi-weekly Grade Check 60% of the time. Study Skills Assessments – average score 60-69% Notebook – rubric score of 1.	Active daily participation 60% of the time. Return Bi-weekly Grade Check 60% of the time. Study Skills Assessments – average score 60-69% Notebook – rubric score of 1.
Not Proficient	F	Active daily participation less than 60% of the time. Return Bi-weekly Grade Check less than 60% of the time. Study Skills Assessments – average score below 60% Notebook – rubric score of 0.	Active daily participation less than 60% of the time. Return Bi-weekly Grade Check less than 60% of the time. Study Skills Assessments – average score below 60% Notebook – rubric score of 0.

WATCH AND CONSULT OR EXIT CRITERIA FOR RSP STUDENTS:

Students are considered RSP because an IEP team has decided that the student requires these services. RSP service delivery will include study skills and supplemental instruction in the general education curriculum to help students' complete assignments and facilitate academic success.

When consideration is given to exiting a student from RSP, or moving to "watch and consult," IEP teams must convene and discuss the needs and strengths of the student. Sample indicators that a student is ready to exit or receive service delivery through "watch and consult" could be:

- Maintaining a 2.5 or higher on 2 consecutive report cards, in all content areas, **and**
- Maintaining a C or higher in Strategies for Success, **and**
- On track to complete all H.S. graduation requirements, **and**
- Score Basic or above on CST's
- Assess for services

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School/Office: Student Services

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