

# Secondary Course Description

Course descriptions are  
updated and reviewed with all  
new text adoptions.

## COVER PAGE

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| 1. Course Title: Strategies for Academic Success   | 13. Subject Area:<br><br>History/Social Science<br><br>English<br><br>Mathematics<br><br>Science<br><br>CTE<br><br>Language other than English<br><br>Visual & Performing Arts<br><br>x DJUSD Graduation Elective<br><br>College Prep Elective (will seek UC/CSU approval)<br><br>Health |
| 2. Transcript Title / Abbreviation: Strategies for Academic Success  |  |
| 3. Transcript Course Code / Number (Office Use Only): V007450 & V007452  |  |
| 4. School: Davis School for Independent Study  |  |
| 5. District: Davis Joint Unified School District   |  |
| 6. Department: Non-Departmental Elective   |  |
| 7. Graduation Requirement it meets: Elective   |  |
| 8. Length of Course: 1 Semester  | 14. Grade Level(s): 9-12   |
| 9. Graduation Credits: 5.0   | 15. UC/CSU Requirement: N/A  |
| 10. School / District Web Site: <a href="http://www.djUSD.net">http://www.djUSD.net</a>  | 16. Seeking "Honors" Distinction? _____ Yes <input checked="" type="checkbox"/> No   |
| 11. CBEDS Course Code:   | 17. GPA Types:   |
| 12. School Contact:<br>Name: Rob Kinder<br>Title/Position: Principal<br>Phone: (530) 757-5300 Ext.: 353<br>Fax:<br>E-mail: rkinder@djUSD.net   | 18. Credit Value:<br><br>X 0.5 (half year or semester equivalent)<br>1.0 (one year equivalent)<br>2.0 (two year equivalent)<br>Other: _____  |
| 19. Was this course previously approved by UC? _____ Yes <input checked="" type="checkbox"/> No<br>If so, in what year? _____ Under what course title? _____   |  |
| 20. Pre-Requisites: Freshman standing<br>Co-Requisites:  |  |
| 21. <u>Preliminary Approval</u> - Secondary Site Principal Signature ( <u>Must</u> be signed before proceeding to Step 22):  |  |
| 22. Date Course Proposal with Preliminary Approval (Step 15) sent to Associate Superintendent, Educational Services: _____   |  |
| 23. Review & Approval:<br>Date _____ Signature _____<br>____ Site Curriculum and Instruction Leadership Team Signature/Title _____<br>____ Secondary Department Articulation/Collaboration Signature/Title _____<br>Secondary Principal Signatures: _____<br>Date: _____ |  |

## BACKGROUND INFORMATION

**Brief Course Description:**

Offering a comprehensive analysis of different types of motivation, study habits, and learning styles, this one-semester course encourages high school students to take control of their learning by exploring varying strategies for success. Providing engaging lessons that will help students identify what works best for them individually, this one-semester course covers important study skills, such as strategies for taking high-quality notes, memorization techniques, test-taking strategies, benefits of visual aids, and reading techniques.

All Davis School for Independent Study (DSIS) courses are the same rigor, educational quality, and intellectual challenge substantially equivalent to in-person instruction and equivalent classroom-based courses, and shall be aligned to all relevant local and state content standards. The courses taken through DSIS Virtual Academy are facilitated in an entirely virtual format. Courses are facilitated generally asynchronously, with opportunities for live/synchronous courses and small group interactions as well as 1-on-1 teacher-student meetings. Assessments are done through Edgenuity courses where credentialed teachers review and assess student learning. DSIS Virtual students also participate in district-wide assessments such as CAASPP and i-Ready.

**Context for Course:**

**List the State/District Standards addressed in this course.** Course follows the applicable California Department of Education Common Core Standards.

**History of Course Development:**

This is an updated course outline written as a result of the addition of the Virtual Academy. This course is a graduation requirement.

**FAIR Act Inclusion (“...a study of the role and contributions of both men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups, to the economic, political, and social development of California and the United States of America, with particular emphasis on portraying the role of these groups in contemporary society.”):** This course aligns with the FAIR Act through offering various methods and opportunities for success, including overcoming various barriers in life.

**COURSE GOALS AND/OR MAJOR STUDENT OUTCOMES**

Students will gain study skills and strategies to take control of their learning based on their own learning style

**COURSE OBJECTIVES**

- Compare different types of motivation and explain how motivation affects academics
- Understand the concept of academic integrity, and define cheating as it relates to online learning
- Identify different types of organizers, and describe the purposes of each
- Describe different strategies for remembering information
- List and explain each of the five steps of test preparation
- Explain the importance of following a rubric
- Describe the benefits of creating study groups, and distinguish the characteristics of quality study groups

**COURSE OUTLINE**

- Taking Control of Your Learning Experience and Academic Success
- Reading Techniques and Note Taking
- Memorization Techniques
- 5 Steps to Test Preparation
- Test Taking Strategies
- Using References to Write Quality Papers

## TEXTS AND SUPPLEMENTAL INSTRUCTIONAL MATERIALS

### Edgenuity Online Curriculum

Previously Adopted?    No                      No (If no, provide information directly below)

Cost per book

Total Cost

Budget Source:

### Other:

All materials are contained within the Edgenuity Online Platform

## DIFFERENTIATED INSTRUCTIONAL METHODS AND/OR STRATEGIES

- This course will be delivered online
- Interactive lessons that include a mixture of instructional videos and tasks
- Assignments in which you apply and extend learning in each lesson

## ASSESSMENT METHODS AND/OR TOOLS

- Assignments
- Lesson Quizzes
- Unit Tests
- Cumulative Exams

## ASSESSMENT CRITERIA

Students will be assessed on work completed and submitted to the teacher including quizzes, unit tests, cumulative exams, essays and assignments

## HONORS COURSES ONLY

Indicate how this honors course is different from the standard course.