

Secondary Course Description

COVER PAGE

<p>1. Course Title: Study Skills</p> <p>2. Transcript Title / Abbreviation: Study/Trans Skills</p> <p>3. Transcript Course Code / Number (Office Use Only): ZZ74500</p> <p>4. School: Da Vinci Charter Academy</p> <p>5. District: Davis Joint Unified School District</p> <p>6. Department: Special Education</p> <p>7. Graduation Requirement it meets: Elective</p>	<p>13. Subject Area:</p> <p><input type="checkbox"/> History/Social Science</p> <p><input type="checkbox"/> English</p> <p><input type="checkbox"/> Mathematics</p> <p><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Language other than English</p> <p><input checked="" type="checkbox"/> Visual & Performing Arts/Practical Art</p> <p><input type="checkbox"/> DJUSD Graduation Elective</p> <p><input type="checkbox"/> College Prep Elective (will seek UC/CSU approval)</p>									
<p>8. Length of Course: Year</p>	<p>14. Grade Level(s): 9-12</p>									
<p>9. Graduation Credits: 10</p>	<p>15. UC/CSU Requirement:</p>									
<p>10. School / District Web Site: http://www.djUSD.net</p>	<p>16. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>									
<p>11. CBEDS Course Code:</p>	<p>17. GPA Types:</p>									
<p>12. School Contact</p> <p>Name: Erika Strand</p> <p>Title/Position: Counselor, Da Vinci High School</p> <p>Phone: 530-757-7154</p> <p>E-mail: estrand@djUSD.net</p>	<p>18. Credit Value:</p> <p><input type="checkbox"/> 0.5 (half year or semester equivalent)</p> <p><input checked="" type="checkbox"/> 1.0 (one year equivalent)</p> <p><input type="checkbox"/> 2.0 (two year equivalent)</p> <p><input type="checkbox"/> Other: _____</p>									
<p>19. Was this course previously approved by UC? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If so, in what year? _____ Under what course title? _____</p>										
<p>20. Pre-Requisites: none</p> <p>Co-Requisites: none</p>										
<p>21. Preliminary Approval - Secondary Site Principal Signature (Must be signed before proceeding to Step 22):</p> <p>_____</p>										
<p>22. Date Course Proposal with Preliminary Approval (Step 15) sent to Associate Superintendent, Educational Services: _____</p>										
<p>23. Review & Approval:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;"></td> <td style="width: 40%; text-align: center;">Date</td> <td style="width: 40%; text-align: center;">Signature</td> </tr> <tr> <td>_____</td> <td style="text-align: center;">Site Curriculum and Instruction Leadership Team</td> <td style="text-align: center;">Signature/Title _____</td> </tr> <tr> <td>_____</td> <td style="text-align: center;">Secondary Department Articulation/Collaboration</td> <td style="text-align: center;">Signature/Title _____</td> </tr> </table> <p>Secondary Principal Signatures: _____</p> <p>Date: _____</p>			Date	Signature	_____	Site Curriculum and Instruction Leadership Team	Signature/Title _____	_____	Secondary Department Articulation/Collaboration	Signature/Title _____
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BACKGROUND INFORMATION

Brief Course Description:

Course curriculum includes goal setting, test preparation, organizational skills, study skills strategies, self-advocacy skills, career exploration, and post-secondary planning. Students work on individual educational goals, transition plans, and when appropriate, participation in IEP process.

Students are also offered tutorial assistance with work from other classes.

This course is currently labeled as a DJUSD elective. Da Vinci proposes to add the label of CTE/Practical Art, as this course helps to develop and support the post-secondary success of students.

Context for Course:

List the State/District Standards addressed in this course.

This is a specialized academic instruction for students in special education who qualify for an IEP. This course is intended to help students progress in their general education curriculum as well as meet individual IEP goals.

History of Course Development:

Initially, this course was developed exclusively for students on IEPs. More recently, we have opened the course to students on 504 plans as well as struggling students.

COURSE GOALS AND/OR MAJOR STUDENT OUTCOMES

- Students learn how to plan and organize their academics.
- Students learn how to track goals and advocate with staff and peers.
- Students work on individual transition goals including practicing interviews, resume writing, and post-secondary research.
- Students learn test-taking strategies.
- Students receive support and develop skills in all content areas including reading, math, and writing.

COURSE OBJECTIVES

See above.

COURSE OUTLINE

Content Standards

Key Assignments

<p><u>CCSS.ELA-LITERACY.CCRA.R.1</u> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<ol style="list-style-type: none"> 1. Students will read grade level texts and complete various activities including tests, quizzes, and essays.
<p><u>CCSS.ELA-LITERACY.CCRA.W.5</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<ol style="list-style-type: none"> 1. Students will participate in writing workshops and receive individualized support to improve writing skills.
<p><u>CCSS.ELA-LITERACY.CCRA.SL.1</u> Prepare for and participate effectively in a range of conversations and collaborations</p>	<ol style="list-style-type: none"> 1. Students will prepare and practice for formal presentations 2. Students will work collaboratively with peers and teachers
<p><u>Standards for Career Ready Practice</u> Apply appropriate technical skills and academic knowledge.</p>	<ol style="list-style-type: none"> 1. Students will utilize Echo and the Google Suite programs to organize and submit assignments as well as communicate with teammates and teachers.
<p><u>Standards for Career Ready Practice</u> Develop an education and career plan aligned with personal goals.</p>	<ol style="list-style-type: none"> 1. Students will identify specific college and career goals and complete various personality and interest surveys. Students will write resumes, cover letters, and practice interview skills.

TEXTS AND SUPPLEMENTAL INSTRUCTIONAL MATERIALS

Title, Author, Publisher, Edition: None

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

Cost per book

Total Cost

Budget Source

Other:

Transition Curriculum
Math and Reading supplementary curriculum
Executive functioning curriculum

DIFFERENTIATED INSTRUCTIONAL METHODS AND/OR STRATEGIES

ASSESSMENT CRITERIA

- Assessments will be ongoing based on student progress and needs.