

# Secondary Course Description

## COVER PAGE

1. <b>Course Title:</b> Academic Coaching Empowering Success	13. <b>Subject Area:</b>  <input type="checkbox"/> History/Social Science <input checked="" type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts <input checked="" type="checkbox"/> DJUSD Graduation Elective <input type="checkbox"/> College Prep Elective (will seek UC/CSU approval) <input checked="" type="checkbox"/> Practical Arts										
2. <b>Transcript Title / Abbreviation:</b> ACES											
3. <b>Transcript Course Code / Number</b> (Office Use Only):											
4. <b>School:</b> Da Vinci High School											
5. <b>District:</b> Davis Joint Unified School District											
6. <b>Department:</b> English											
7. <b>Graduation Requirement it meets:</b> Elective, Practical Arts											
8. <b>Length of Course:</b> Year long	14. <b>Grade Level(s):</b> 10 and 11/12										
9. <b>Graduation Credits:</b> 10	15. <b>UC/CSU Requirement:</b>										
10. <b>School / District Web Site:</b> http://www.djUSD.net	16. <b>Seeking "Honors" Distinction?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No										
11. <b>CBEDS Course Code:</b>	17. <b>GPA Types:</b>										
12. <b>School Contact</b> <b>Name:</b> Tyler Millsap <b>Title/Position:</b> Principal <b>Phone:</b> 530-757-7154 <b>Ext.:</b> <b>Fax:</b> 530-757-5423 <b>E-mail:</b> tmillsap@djUSD.net	18. <b>Credit Value:</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____										
19. <b>Was this course previously approved by UC?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>If so, in what year?</b> _____ <b>Under what course title?</b> _____											
20. <b>Pre-Requisites:</b> Co-Requisites: This course is taken concurrently with DHS required English and Social Science programs											
21. <b>Preliminary Approval - Secondary Site Principal Signature (Must be signed before proceeding to Step 22):</b> _____											
22. <b>Date Course Proposal with Preliminary Approval (Step 15) sent to Associate Superintendent, Educational Services:</b> _____											
23. <b>Review &amp; Approval:</b> <table border="0"> <tr> <td><b>Date</b></td> <td><b>Signature</b></td> </tr> <tr> <td>_____ <b>Site Curriculum and Instruction Leadership Team</b></td> <td><b>Signature/Title</b> _____</td> </tr> <tr> <td>_____ <b>Secondary Department Articulation/Collaboration</b></td> <td><b>Signature/Title</b> _____</td> </tr> <tr> <td colspan="2"><b>Secondary Principal Signatures:</b> _____</td> </tr> <tr> <td colspan="2"><b>Date:</b> _____</td> </tr> </table>		<b>Date</b>	<b>Signature</b>	_____ <b>Site Curriculum and Instruction Leadership Team</b>	<b>Signature/Title</b> _____	_____ <b>Secondary Department Articulation/Collaboration</b>	<b>Signature/Title</b> _____	<b>Secondary Principal Signatures:</b> _____		<b>Date:</b> _____	
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<b>Secondary Principal Signatures:</b> _____											
<b>Date:</b> _____											

## BACKGROUND INFORMATION

**Brief Course Description:** This class is designed to support students in their English and Social Science classes by developing their abilities in reading and writing, as well as improving their general study skills and habits. The class teaches specific reading and writing strategies. It helps students with practical study skills. It also includes self-esteem building lessons. This class is not an alternative to a regular English or Social Science class; instead, it should be taken in addition to regular English and social science classes.

### Context for Course:

#### List the State/District Standards addressed in this course.

English/Language Arts grades 9/10 and 11/12

**History of Course Development:** In the past, Study Skills has had no formal curriculum in place, and targeted students with an IEP. In contrast, ACES seeks to meet the needs of a specific student group: those who achieve below grade level due to a below-grade-level reading and writing tools.

## COURSE GOALS AND/OR MAJOR STUDENT OUTCOMES

**Course goals:** To support students in their English and Social Science classes by developing their abilities in reading and writing, as well as improving their general study skills and habits.

**Major student outcome:** To experience success in their regular English and Social Science classes. In order to accomplish this, students will develop and improve writing fundamentals, practice expository reading strategies, develop productive study habits, and establish a healthy self-confidence.

## COURSE OBJECTIVES

As stated in the course outline, this class is designed to support students in their English and Social Science classes by developing their abilities in reading and writing, as well as improving their general study skills and habits. The primary objective is for ACES students to experience success in their regular English and Social Science classes. In order to accomplish this, students will develop and improve writing fundamentals, practice expository reading strategies, develop productive study habits, and establish a healthy self-confidence.

## COURSE OUTLINE

See the attached course outline, "ACES: Expository Reading and Writing Units."

### TEXTS AND SUPPLEMENTAL INSTRUCTIONAL MATERIALS

Title, Author, Publisher, Edition: Language Network: Grammar, Writing, Communication; McDougal Littell

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

Cost per book none

Total Cost

Budget Source

Other:

### DIFFERENTIATED INSTRUCTIONAL METHODS AND/OR STRATEGIES

One of the primary functions of the ACES class is to differentiate instruction in a way regular classes are unable to. Instructional time is set aside each week for students to receive additional personal support in their English and Social Science classes. During this time, I can focus on individual student needs. Students set yearly and weekly goals, which guide their learning and my instruction. While the expository reading and writing units apply to the entire class, students have flexibility to select their own specific writing topics. Assessment differs from student to student depending on his or her specific needs.



## ASSESSMENT METHODS AND/OR TOOLS

This classes' success is tied to the student's overall success in his or her English and social science classes. Students are responsible for filling out personal self-assessments each week. The assessment asks students to rate themselves in various academic areas. During this time the student sets a new weekly goal. Every other week students are responsible for getting their English and social science teachers to complete a teacher assessment form. I conference with each student to discuss their personal strengths and weaknesses according to their assessment, their teachers' assessment, and my own assessment.

Expository reading and writing form the academic core of the instruction. Each essay is submitted with a cover letter, in which the student previews the content of the essay, acknowledges what her or she is proudest of in the essay, and explains what he or she feels most concerned about.

In order to measure progress, essays receive a rubric score and various comments, but do not receive a point total or a letter grade. Rather, a student's grade is based on the "grade for a day." Put simply, the "grade for a day" reflects a student's effort.

## ASSESSMENT CRITERIA

Rather than a traditional assignment-based grade book in which students are given a numerical grade on each assignment, this class uses a "grade for the day" format. Students receive an A, B, C, D, or F for the day. Attendance, promptness, participation, preparation, effort, and improvement all contribute to the daily grade. The grade for the day enters the gradebook at the end of each class.

The "grade for the day" format allows the teacher to provide more meaningful feedback on an assignment. For example, rather than receiving a letter grade and points for an essay, a student will simply receive written feedback on what worked, what didn't, and how he or she can improve. The emphasis is on improvement and effort, rather how a particular student's work measures against other students' work.

The ultimate assessment tool for this class is a student's success in his or her English and social science classes. The ACES teacher will monitor each student's progress in these classes using periodic progress reports and, of course, viewing a student's formal grades.

## **HONORS COURSES ONLY**

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