



**SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL**

SECTION A. COVER PAGE

1. Course Title: Study Skills If Title Change, Study Skill	7. Action <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Revision <input type="checkbox"/> Title Change Only
2. Date Submitted: August 2015	8. Grade Level(s) <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8
3. Transcript Title/Abbreviation(s) Study Skills	9. Prerequisites (Please list.) None IEP, IEP Team Recommendation
4. Transcript Course Code/Course Number : M1468	10. Seeking Program Distinction? <input type="checkbox"/> YES (Check one below.) <input checked="" type="checkbox"/> XNO <input type="checkbox"/> Honors <input type="checkbox"/> AP <input type="checkbox"/> Other
5. Subject Area All/ special education	11. Is this a CTE course? <input type="checkbox"/> YES <input checked="" type="checkbox"/> X NO If YES, complete Section C
6. Department Special Education	12. Previously approved by UC? <input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> X NA for 6th-8th Year approved Year removed
13. UC ELIGIBILITY <input checked="" type="checkbox"/> X NA Please mark for approved eligibility or proposed eligibility.	14. Unit Value/Course Credit/Length of Course <input checked="" type="checkbox"/> X 0.5 (semester or half-year) <input type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two-year equivalent) <input type="checkbox"/> Other
15. School Contact: Name: Jenny Riester Graham Phone: 667-3520 510 914-6879cell Email: jriester-graham@slusd.us Position: program specialist	
16. Signatures: Department Chair  Principal: 	DISTRICT OFFICE USE ONLY Date approved by Board Curriculum Committee Date approved by Board 8/18/15

SECTION B. COURSE CONTENT

STUDY SKILLS - COURSE CONTENT

17. Course Description

Study Skills provides a proactive opportunity for students with IEP's to prepare access core curriculum through individualized support in a small group setting. Topics to be studied include executive functioning, social/emotional development, community building, pre-teaching and reteaching core curriculum, transition planning and self advocacy. This course will include ongoing assessment of progress on IEP goals.

18. Course Goals and/or Major Student Outcomes

Students will successfully access core curriculum

Students will improve executive functioning skills (organizational skills, study habits, long-term planning, scheduling, memory)

Students will demonstrate social emotional awareness and management

Students will be contributing members of their learning community.

Students will demonstrate awareness of their IEP goals

Students will take steps to discover and identify their skills and interests that may lead to a future academic field of study or career.

Students will learn skills to self-advocate for accommodations in order to access core curriculum

19. Course Objectives

Upon completion of this course, the student will be able to:

- Meet individual academic and behavioral goals.
- Record assignments and due dates for all classes.
- Turn in assignments complete and on time.
- Maintain passing grades in all core classes.

Course Standards 21st Century Learning Skills

- Critical Thinking and Problem Solving
- Communication and Collaboration
- Initiative and Self-Direction
- Social Skills

20. Course Outline

Pre Assessment reading and math

Review and IEP and goals with students

Interest inventory

Learning inventory

Direction instruction 2 days per week

Centers the rest of the week

Executive Function

Social Emotional Curriculum/PBIS

Community Building

Project Based Learning - IEP summary

21. Instructional Materials:

Consistent access to student laptops or technology

Supplementary materials:

Executive Functioning Curriculum (Blueprint for Success Guide)
Social Emotional Curriculum (School-Connect)
Compass Learning
Kahn Academy
organizational materials
(i.e. binders, folders, student planners, writing materials, etc.)
Transition Planning Curriculum

22. Instructional Methods and/or Strategies (Key Assignments)

- Organization check (binder, planner, assignment timelines)
- Weekly written reflections on social/emotional coping strategies.
- Summary of performance and student reflection on their IEP oral presentation.
- Individualized support on key assignments in core classes.
- Portfolio on executive functioning strategies
- On-going, consistent collaboration between core and study skills teacher.

23. Assessment Methods and/or Tools

- Student's report card/progress report
- organizational checks - teacher records
- portfolio - rubric
- IEP oral presentation - rubric
- participation in social emotional weekly reflection - teacher records
- weekly self-reflection of current academic in core classes - teacher records
- Student grades in core classes

24. Grading Policy

Grading will be follow the San Leandro Unified School District's policy. It is expected that assignments will be turned in on time. Late assignments will be accepted if student has communicated to teacher the reasons and actions taken to complete the work in a timely manner.