Course Title: Academic Coaching 12

Course #: 1829-1868

Course Description:
An Academic Coaching student wants to work on any/all of the following:

- Organization and planning skills
- Goal-setting and progress-monitoring skills
- Note-taking, study, and test-taking skills
- Group study skills
- Communication skills
- High school and college planning
- Wellness strategies

This is NOT study hall and should not be taken in place of study hall.

This course is a student-support class, which will allow students the opportunity to obtain assistance with academics, wellness and college planning. The course is geared towards students looking to ramp up their academic game or students who are looking for continued support in maintaining their academic goals.

Students will develop learning strategies and study skills in the following areas: goal setting, persistence, self-awareness, motivation, help seeking, progress monitoring and self-efficacy.

Learning strategies will be reinforced in 10th-12th grades in the form of teacher-led activities. Students will start each class with a guided activity (self-reflection, discussion, etc.). Students can sit in on teacher-led mini-lessons focused on various needs including, but not limited to, academic writing and research, organization and planning support, specific academic course support, college and scholarship essay writing, and college application process (Naviance, Common App, etc.). Students will make goals for work time and report to the teacher on their progress.

Students will have the opportunity to work independently on academic course work and study for academic and standardized assessments (PSAT, ACT, SAT). Students will also be required to work in collaborative, structured study and tutoring groups to obtain assistance with complex or difficult subject matter and concepts.

NOTE: Students will receive an academic grade. Course may be repeated for credit.
UC/CSU Approval: Not UC/CSU approved

Grade Level: 12

Estimated Homework Per Week: 30 min - 1 hr

Prerequisite: none

Recommended Prerequisite Skills: none

Course Grade Categories:
- 20% - Behavior and Participation - daily behavior grade, participation in general activities
- 40% - Planning and Organization - planner use, finals planning, participation/reflection on planning/organization activities
- 40% - Goal-Setting and Progress Monitoring - weekly entrance slip, weekly exit slip, goal-setting, progress-monitoring checks, participation/reflection on motivational activities

Major Assessments/Units/Topics:
While the following units may be introduced/taught at the beginning of the year and throughout the first quarter, the concepts will be reviewed throughout the year as needed.

Unit 1 - Behavior and Participation - year long focus on using time wisely, working independently, working with peers, etc. Behavior and participation grades are assessed weekly or every two weeks.

Unit 2 - Planning and Organization - year long focus on consistent long-term organization and planning for all core classes. Planner use and organization of binders/backpacks/iPads will be the teaching focus. Planners are assessed every week. Entrance and Exit Slips are mini-goals for students to reflect on what they want to accomplish during class; these are assessed weekly or every two weeks.

Unit 3 - Goal-Setting and Progress Monitoring - year long focus on creating attainable goals, checking progress and reassessing goals. Academic Goals are completed at the beginning of each quarter. Progress Monitoring is completed every 3 weeks after teacher grade updates.

Unit 4 - Help-Seeking and Communication Skills - year long focus on helping students communicate effectively with teachers. Students will learn help-seeking and self-advocacy skills.

Unit 5 - Organizational Skills - weeks 1-3 - lessons on how to use a planner effectively, keep backpacks/lockers/binders organized, keep iPad content organized, use a textbook effectively, etc.
Unit 6 - Note-Taking Skills - weeks 2-4 - lessons on how to take notes in a variety of classroom situations, take notes on teacher-given materials (keynote, PPT), annotate a novel/reading, etc.

Unit 7 - Study and Test-taking Skills - weeks 3-5 - lessons on how to review notes, form and run a study group, seek help from teacher/NHS tutor, use different study tools (notes, flashcards, quizlet), prepare for different tests and question formats (true/false, multiple-choice, short answer, essay) etc.

Unit 8 - Standardized Test-Taking Skills - weeks 4-6 - lessons on how to prepare for different standardized tests, answer different types of questions (multiple-choice, essay), etc. PSAT preparation is in late September-early October. SAT/ACT preparation is in the spring semester.

Unit 9 - Support for Core Classes - year long support for reading and annotating, Claim-Data-Warrant writing, math, science, study groups, etc.

Unit 10 - Wellness/Balance - year long support for students to learn how to develop wellness coping strategies to combat stress and anxiety and bring more balance to their lives.

Unit 11 - College preparation - year long support. Activities will include college interest surveys and college research, including suggested attendance at CCHS College Fair. College essay lessons will begin in the fall semester. College testing preparation for SAT/ACT will be supported as activities in the class (whole class/individual) during the fall semester. The spring semester will focus on helping students develop good learning, organization, and wellness strategies in preparation for going off to college.

Finals - Finals preparation assessments are done 4 weeks in advance for each semester exam schedule. Finals preparation for core classes is the final exam for Academic Coaching.