

**EL DORADO UNION HIGH SCHOOL DISTRICT
EDUCATIONAL SERVICES
Course of Study Information Page**

COURSE TITLE College and Career Readiness I	
DISTRICT COURSE NUMBER 2114	4-DIGIT STATE COURSE CODE (COMPLETED BY SILT) 2722
Rationale:	College and Career Readiness (CCR) is an academic elective course that prepares students for high school, college and career success. Each week, students receive instruction utilizing a rigorous college preparatory curriculum that includes facilitating study groups, strengthening metacognitive development, analytical reading and writing, communication skills, and academic success skills. In CCR, students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. Students will improve their literacy skills, while refining study skills, test-taking strategies, note taking, and research techniques. Additionally, this course will allow general educators to universally screen the academic skills of freshman students. In doing so, appropriate interventions and supports can be provided within the general education classroom.
Course Description that will be in the Course Directory:	<p>The CCR elective supports high-risk students (low SES, historically underserved, first-generation, and students with disabilities) during the difficult transition from middle school to high school. The course emphasizes A-G completion, explores CTE pathways, reinforces strong academic skills, promotes social/emotional resiliency, employs universal screening practices, and provides Tier 1 interventions for all freshman.</p> <p>CCR is designed to help all incoming freshman students improve their learning effectiveness, attitudes, motivation, and executive functioning skills to promote academic achievement. This course prepares students for instructional strategies that they will see throughout their time in high school by modifying the AVID program, including but not limited to:</p> <ul style="list-style-type: none"> ● Focused note-taking - selecting an appropriate format, establishing a purpose and objective, organizing and revising notes, processing main ideas, clarifying content, questioning, and making connections to content by adding original thinking ● Organization - time management, calendars and backwards mapping, materials systems, and SMART goal setting ● Critical reading and writing strategies - decoding information, verbal fluency, vocabulary acquisition, applying background knowledge, sentence construction ● Inquiry - Socratic Seminars and Philosophical Chairs, Collaborative Study Groups. ● Study Skills - inventory of multiple intelligences and learning styles, test-taking strategies, using technology to access content, <p>CCR courses enable and encourage educators to provide meaningful, frequent, and researched curriculum-based assessments for all student in the general education setting. The universal screening framework includes:</p> <ul style="list-style-type: none"> ● Diagnostic Assessment - This assessment is designed to provide the general educator with hard data relating to the current decoding abilities, reading comprehension abilities, speaking abilities, and writing abilities of freshman English students. This universal screening tool has been developed by the English Department at the specific school site and is given to every student through each College and Career Readiness 1 course section. ● Mid-Term Assessment

	<ul style="list-style-type: none"> ○ This assessment is designed to provide students with an opportunity to demonstrate growth in the critical language arts skill areas of decoding, reading comprehension, verbal expression, and written expression. ● End-of-Year Assessment <ul style="list-style-type: none"> ○ This assessment is designed to provide students with a summary of their yearlong growth in the critical language arts skill areas of decoding, reading comprehension, verbal expression, and written expression. <p>In addition to academic support, CCR offers social-emotional support to students through regular resilience education programs such as WhyTry. These programs help to develop the whole child so that students can better identify and address their emotions, challenges, and strengths before applying positive coping strategies. Self-advocacy skills are reinforced through mindset education.</p> <p>In alignment with CCR's commitment to organization and goal setting, students will complete a Post-Secondary plan with support from their teachers, counselors, and guardians.</p>		
How Does this Course align with or meet State and District content standards?	The district's mission is to educate all students in a safe, supportive environment that challenges students to pursue academic and career achievement. The goals of CCR align with the district's mission in its approach to teach skills for success, commitment to building relational capacity, and developing a sense of personal achievement through hard work and determination.		
NCLB Core Subjects:	<i>Select up to two that apply:</i> <input type="checkbox"/> Arts <input type="checkbox"/> Civics and Government <input checked="" type="checkbox"/> Not Core Subject <input type="checkbox"/> Economics <input type="checkbox"/> History <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Foreign Language <input type="checkbox"/> Reading / Language Arts <input type="checkbox"/> Geography <input type="checkbox"/> Science		
CDE CALPADS Course Descriptors: (See Page 2 for Definitions)	CTE TECH PREP COURSE INDICATORS <input type="checkbox"/> Tech Prep (32) (Higher Ed) <input type="checkbox"/> Tech Prep & ROP(33) (Higher Ed) <input type="checkbox"/> ROP (30) <input checked="" type="checkbox"/> N/A	CTE COURSE CONTENT CODE <input type="checkbox"/> CTE Introductory (01) <input type="checkbox"/> CTE Concentrator (02) <input type="checkbox"/> CTE Completer (03) <input type="checkbox"/> Voc Subject <input checked="" type="checkbox"/> N/A	INSTRUCTIONAL LEVEL CODE <input type="checkbox"/> Remedial (35) <input type="checkbox"/> Honors UC-Certified (39) <input type="checkbox"/> Honors Non UC-Certified (34) <input type="checkbox"/> College (40) <input checked="" type="checkbox"/> N/A
Length of Course:	<input checked="" type="checkbox"/> Year <input type="checkbox"/> Semester		
Grade Level(s):	<input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12		
Credit:	<input checked="" type="checkbox"/> Number of credits: 10 <input type="checkbox"/> Meets graduation requirements (subject _____) <input type="checkbox"/> Request for UC "a-g" requirements CSU/UC requirement _		<input type="checkbox"/> College Prep
Prerequisites:	None		
Department(s):	Non-Department		
District Sites:	All Sites		

Board of Trustees COS Adoption Date:	
Textbooks / Instructional Materials:	Supplemental Materials
Funding Source:	LCAP and Title I
Board of Trustees Textbook Adoption Date:	N/A

Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

EDUCATIONAL SERVICES

Course Title: College and Career Readiness I

<u>STATE CONTENT STANDARD #</u>	<u>CONTENT STANDARD/UNIT TOPIC</u>	<u>PAGE</u>
College and Career Readiness Standards for Reading 7 College and Career Readiness Standards for Writing 4, 10	Focused Note-Taking	5-6
College and Career Readiness Standards for Reading 1, 4, 6, 7, 10	Critical Reading Strategies	7-8
College and Career Readiness Standards for Reading 7 College and Career Readiness Standards for Writing 10	Organization and Time Management	9-10
College and Career Readiness Standards for Reading 2 College and Career Readiness Standards for Writing 3, 5, 10 College and Career Readiness Standards for Listening and Speaking 1, 4	Growth Mindset and Resilience	11-12
College and Career Readiness Standards for Reading 7, 8, 10 College and Career Readiness Standards for Writing 2, 4, 7 College and Career Readiness Standards for Speaking and Listening 1, 4 College and Career Readiness Standards for Language 4	Post-Secondary Plan	13-14

EDUCATIONAL SERVICES

Department: **Non-Departmental**

Course Title: **College and Career Readiness**

Course Number: **2114**

Unit Title **Focused Note Taking**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

College and Career Readiness Standards for Reading 7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

College and Career Readiness Standards for Writing 4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

College and Career Readiness Standards for Writing 10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Standards and Essential Question: Demonstrate and utilize focused note-taking as a process for deepening understanding of grade level content

Essential Question: "How can Focused Note-Taking support my current and future academic success?"

This unit is designed to introduce students to the Focused Note Taking (FNT) process. Elements of the unit can be sped up or slowed down depending on the prior knowledge and competency of students. This unit can take place over 5 consecutive curriculum days or spread out over an extended time

The focused note-taking process has five phases. It is important to note that while applying learning is the last phase of the process, it is essential that it inform the first phase, as the note-taking format should be shaped by the note-taking purpose. When teaching the focused note-taking process, educators determine how students will use their notes and set up the format appropriately. It is crucial for educators to model and invite students to engage in this thought process so that note taking becomes a powerful and portable learning tool students can carry with them throughout their educational experience.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Specific Instructional Strategies may include but are not limited to:

- Video
- PowerPoints / Google Slides
- Exit Tickets
- KWL Chart
- Note-Taking Crosswalk
- Give One, Get One

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Formative assessments may include but are not limited to:

1. Regular Focused-Notes Check: to provide varied and regular feedback (formative assessment) and opportunities for reflection in order to support students in developing the skill of note taking, with a specific

focus on skill development in the grade level standards areas.

Summative assessments may include but are not limited to:

1. Note-Taking Quiz: to provide corrective feedback (summative assessment) as students develop the skill of note taking, with a specific focus on the purpose of note-taking, the five stages of note-taking, and the Curve of Forgetting.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Interventions may include but are not limited to:

- Re-teaching content regularly
- Scaffolding the process outlined by the exercises
- Reducing the quantity of required focused-notes
- Pairing written and verbal instructions, including visual aids, on graphic organizers.
- Access to extended time.
- Alternate forms of assessment (i.e. verbal tracking, scribe, PowerPoint, etc.)

EDUCATIONAL SERVICES

Department: **Non-Departmental**Course Title: **College and Career Readiness**Course Number: **2114**Unit Title: **Critical Reading Strategies****Content Area Standards** (Please identify the source): List content standards students will master in this unit.

College and Career Readiness Standards for Reading 1 - 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

College and Career Readiness Standards for Reading 4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

College and Career Readiness Standards for Reading 6 - Assess how point of view or purpose shapes the content and style of a text.

College and Career Readiness Standards for Reading 7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

College and Career Readiness Standards for Reading 10 - Read and comprehend complex literary and informational texts independently and proficiently

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

This unit describes the process of closely reading a complex text. Critical reading includes determining the context within which the text is situated; examining the way the author reveals meaning by analyzing essential parts of the text; studying unknown or ambiguous wording and complex syntax to interpret the author's intention. It also involves interacting with the text by predicting, questioning, making connections, drawing parallels, tracing the author's reasoning or narrative, and examining the meaning. This positions the reader to then extend beyond the text, interpreting, evaluating, negotiating, and synthesizing to arrive at new understandings and new questions.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Specific Instructional Strategies may include but are not limited to

Pre-reading Strategies may include but are not limited to-

1. Surveying the Text
2. Predicting the Main Idea
3. Connecting visuals to a surrounding text

Developing Academic Language Strategies may include but are not limited to-

1. Four-Square Development
2. Vocabulary Bookmarks

Rereading the Text Strategies may include but are not limited to-

1. Checking for Understanding Questions
2. Clarifying and summarizing

Marking the Text Strategies may include but are not limited to:

1. Annotations of key events and details.
2. Writing in the margins.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Formative Assessments may include but are not limited to:

1. Students will orally identify one explicit annotation that demonstrates interaction with an informational text.
2. Students will orally provide one or two sentences that demonstrate comprehension for the order in which key points are introduced and developed.
3. Students will participate in guided and/or direct instruction reading/writing strategies that promote comprehension of content where immediate corrective feedback and repeated oral reading exercises can be provided as measured by teacher observation.

Summative Assessment may include but are not limited to:

1. Students will orally respond to literal questions posed by the teacher to demonstrate proficiency for analyzing accounts of a subject told in a different medium and submit their completed Cornell Notes as measured by observational data and student work samples.
2. Students will submit a written analysis of an informational text to demonstrate proficiency for citing textual evidence to support their analysis of what the text says as measured by the development of textual annotations.
3. Students will demonstrate comprehension for the order in which key points are introduced and developed and the connections drawn between them by submitting a literary response and analysis written composition.
4. Students will participate in guided and/or direct instruction reading/writing strategies that promote comprehension of content where immediate corrective feedback and repeated oral reading exercises can be provided as measured by student work sample and core class grade results.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Interventions may include but are not limited to:

- Re-teaching content regularly
- Scaffolding the process outlined by the exercises
- Reducing the quantity of required focused-notes
- Pairing written and verbal instructions, including visual aids, on graphic organizers.
- Access to extended time.
- Alternate forms of assessment (i.e. verbal tracking, scribe, PowerPoint, etc.)

EDUCATIONAL SERVICES

Department: **Non-Departmental**

Course Title: **College and Career Readiness**

Course Number: **2114**

Unit Title: **Organization and Time Management**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

College and Career Readiness Standards for Reading 7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

College and Career Readiness Standards for Writing 10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

This unit is designed to introduce students to the concept of time-management and materials organization. It offers a sequence of activities that will develop the students' use of these skills over time. These activities include an introduction to time-management concepts and their application to students' academic work in class and at home, implementing a day-by-day, time-management plan including the use of a planner and a structured system of binder organization, regular reflection and refinement of time management and organizational skills, and transferring knowledge and skills learned to other areas of student life such as test-taking.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Specific Instructional Strategies may include but are not limited to

- Critical reading
- Time Log
- Time Log Reflection
- Time Management Questionnaire
- Barriers and Solutions for Using Time Effectively
- Get Ready, Get Set, Plan!
- Class discussion
- Reflective writing
- Binder Contents Check-Off Sheet
- Binder Check Rubric
- Binder Alert
- Backwards Mapping template
- Test-Taking Problems

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Formative Assessment to meet learning targets may include but are not limited to:

1. Regular Binder Check: to provide regular feedback and opportunities for reflection in order to support students in ongoing development in the skill of organization.
2. Regular Planner Check: to provide regular feedback and opportunities for reflection in order to support students in ongoing development in the skill of time management.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Interventions may include but are not limited to:

- Re-teaching content regularly
- Scaffolding the process outlined by the exercises
- Reducing the quantity of required focused-notes
- Pairing written and verbal instructions, including visual aids, on graphic organizers.
- Access to extended time.
- Alternate forms of assessment (i.e. verbal tracking, scribe, PowerPoint, etc.)

EDUCATIONAL SERVICES

Department: **Non-Departmental**

Course Title: **College and Career Readiness**

Course Number: **2114**

Unit Title: **Growth Mindset and Resilience**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

College and Career Readiness Standards for Reading 2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

College and Career Readiness Standards for Writing 3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

College and Career Readiness Standards for Writing 5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

College and Career Readiness Standards for Writing 10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Standards for Listening and Speaking 1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

College and Career Readiness Standards for Listening and Speaking 4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Overcoming obstacles can be implemented in a variety of courses and modified to fit individual school schedules. The curriculum in this unit asks students to evaluate their behaviors and beliefs in challenging situations, identify the differences between a Growth and a Fixed Mindset, assess personal experiences that influence mindset, analyze personal strengths, challenges, and opportunities for growth, and reflect on how a shift in mindset can have long term positive consequences in all aspects of a student's life.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Specific Instructional Strategies may include but are not limited to

1. Mindset Survey
2. Critical Reading Growth Mindset: What is it?
3. Exit Tickets
4. Class Discussions
5. Written Reflection
6. Vocabulary
7. Vocabulary Reflection
8. WS: Skills and Talents
9. WS: Learning From Mistakes
10. WS: Growing from Failure

11. WS: Strengths and Weaknesses

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Formative Assessment may include but are not limited to:

1. Classroom Quilt

Summative Assessment may include but are not limited to:

1. Scenario Quiz: Growth vs. Fixed Mindset
2. Personal Narrative

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Interventions may include but are not limited to:

- Re-teaching content regularly
- Scaffolding the process outlined by the exercises
- Reducing the quantity of required focused-notes
- Pairing written and verbal instructions, including visual aids, on graphic organizers.
- Access to extended time.
- Alternate forms of assessment (i.e. verbal tracking, scribe, PowerPoint, etc.)

EDUCATIONAL SERVICES

Department: **Non-Departmental**

Course Title: **College and Career Readiness**

Course Number: **2114**

Unit
Title: **Post-Secondary Plan**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

College and Career Readiness Standards for Reading 7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

College and Career Readiness Standards for Reading 8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

College and Career Readiness Standards for Reading 10 - Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Standards for Writing 2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

College and Career Readiness Standards for Writing 4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

College and Career Readiness Standards for Writing 7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

College and Career Readiness Standards for Speaking and Listening 1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

College and Career Readiness Standards for Speaking and Listening 4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

College and Career Readiness Standards for Language 4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

The post-secondary plan is the culminating project of College and Career Readiness. Designed with the help of the College and Career counselor, this unit begins by asking students to identify their interests, skills, and personality traits, which will affect and influence post-secondary life. Drawing data from this period of personal investigation, students envision the life they want ten years from now. Next, students begin to backwards map (a skill they have already learned in CCR) how to achieve that life. Using CA Career Zone or similar sites, students discover how much money their desired lifestyle will cost. Students will then research careers that afford them the budget required to live this lifestyle. With selected careers in mind, students explore educational pathways that lead them to their desired career. Once students know the education required for their chosen field, they spend time mapping out a Four-Year plan that will prepare them to enter the necessary post-secondary path. Finally, students compile the assignments completed in this unit, write a reflection, and then present their findings to a parent/guardian.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Specific Instructional Strategies may include but are not limited to:

1. 16 Personalities - accountable talk
2. Focused note-taking
3. Reflective writing
4. Direct instruction
5. Critical reading
6. Think-Pair-Share
7. Goal setting
8. Skills and Interests Inventory
9. Research
10. Listening Guides

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Formative assessments may include but are not limited to:

1. Skills Inventory
2. Interest Inventory
3. Career Research
4. Educational Research

Summative assessments may include but are not limited to:

1. My Post-Secondary Plan packet

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Interventions may include but are not limited to:

- Reviewing and re-teaching content regularly
- Scaffolding the process outlined by the exercises
- Reducing the quantity of required focused-notes
- Pairing written and verbal instructions, including visual aids, on graphic organizers.
- Access to extended time