



# Perris Union High School District Course of Study

## A. COURSE INFORMATION

<p><b>Course Title:</b> (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px;">Study Skills</div> <p><input type="checkbox"/> New <input checked="" type="checkbox"/> Revised</p> <p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; padding: 2px;">Study Skills</div> <p><b>Transcript Course Code/Number:</b></p> <div style="border: 1px solid black; padding: 2px;">108301 &amp; 108302 HS 808301 &amp; 808302 SH 928303 MS</div> <p>(To be assigned by Educational Services if it's a new course)</p> <p>CREDIT TYPE EARNED: <span style="border: 1px solid black; padding: 2px;">Elective</span>      CALPADS CODE: <span style="border: 1px solid black; padding: 2px;">9218</span></p> <p>Was this course <u>previously approved by UC</u> for PUHSD?  <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No          (Will be verified by Ed Services)</p> <p>Which A-G Requirement does/will this course meet?  <span style="border: 1px solid black; padding: 2px;">N/A</span>      <input type="checkbox"/> Pending</p> <p><b>Submitted by: Dr. Esmeralda Chalfant</b>  <b>Site: SPED Department</b>  <b>Date: 3/8/24</b>  <b>Email: <a href="mailto:esmeralda.chalfant@puhsd.org">esmeralda.chalfant@puhsd.org</a></b></p>	<p><b>Subject Area:</b></p> <p><input type="checkbox"/> Social Science  <input type="checkbox"/> English  <input type="checkbox"/> Mathematics  <input type="checkbox"/> Laboratory Science  <input type="checkbox"/> World Languages  <input type="checkbox"/> Visual or Performing Arts  <input type="checkbox"/> College Prep Elective  <input checked="" type="checkbox"/> Other</p> <p>Is this classified as a Career Technical Education course?  <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No</p> <p>If yes, which pathway does this course align to?          Pathway Name: <div style="border: 1px solid black; height: 20px; width: 100%;"></div></p> <p><b>CTE CDE Code:</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div></p> <p style="text-align: center;"><b>Credential Required to teach this course:</b>  <i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <i>Title 5 80005(b2); Requires credential based on bachelors degree and student teaching; no emergency documents</i> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 70%;"> <p style="text-align: center;">Signature</p> </div> <div style="border: 1px solid black; padding: 5px; width: 25%;"> <p style="text-align: center;">3/14/2024</p> <p style="text-align: center;">Date</p> </div> </div> <p>Unit Value/Length of Course:  <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:</p>								
<p><b>Approvals</b></p> <p>Director of Curriculum &amp; Instruction</p> <p>Asst. Superintendent of Educational Services</p> <p>Governing Board</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Name/Signature</th> <th style="width: 30%;">Date</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="text-align: center; vertical-align: middle;">3/20/24</td> </tr> <tr> <td style="height: 40px;"><i>Kundepu Madhannal</i></td> <td style="text-align: center; vertical-align: middle;">3/21/24</td> </tr> <tr> <td style="height: 40px;"></td> <td></td> </tr> </tbody> </table>	Name/Signature	Date		3/20/24	<i>Kundepu Madhannal</i>	3/21/24		
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<b>Prerequisite(s) (REQUIRED):</b>
None
<b>Corequisite(s) (REQUIRED):</b>
None
<b>Brief Course Description (REQUIRED):</b>
A comprehensive study skills curriculum guide involves considering various aspects of effective learning, including time management, note-taking, test-taking strategies, and more. By aligning study skills instruction with California Common Core State Standards, educators can effectively prepare students for academic success by supporting student's learning goals.

B. COURSE CONTENT
<b>Course Purpose (REQUIRED):</b> <i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i>
Integrating a Study Skills course into the curriculum can benefit students by empowering them to take ownership of their learning and develop essential skills for academic success.
<b>Course Outline (REQUIRED):</b> <i>Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.</i>
<a href="#">Study Skills Course of Study Outline with CCSS</a>  Study Skills Curriculum Guide  Creating a comprehensive study skills curriculum guide involves considering various aspects of effective learning, including time management, note-taking, active reading, test-taking strategies, and more. By aligning study skills instruction with the California Common Core State Standards, educators can effectively prepare students for

academic success while meeting state-mandated learning objectives. The Study Skills Curriculum Guide is aligned with California Common Core State Standards (CCSS) for grades 7-12. Below is a structured outline for a study skills curriculum guide:.

I. Academic Readiness: Students will develop specific skills that will allow them to cope with academic demands. Understanding priorities, creating a study schedule, techniques for managing time effectively

A. Time Management: Students will develop self-discipline/time management tools focusing on their individual study needs, including time, location, and materials that could include but not limited to: (ie. Assignment Tracker, Grade Check, Planner, SIS, effective study habits etc.)

B. Organizational Skills: Students will develop a system of organizational skills that could include but not limited to: (ie. utilization of binder, paper, pens, charged technology Devices, test taking strategies and any other supplies deemed necessary by the individual teacher).

C. Self-advocacy: Students will develop self-advocacy skills to promote success inside and outside the classroom that could include but not limited to: (ie. emailing, raising hands, asking for help, scheduling meetings with staff, asking questions, self-assessment of study habits, Goal setting for improvement, Feedback mechanisms etc.).

D. Communication Skills: Students will develop and understand multiple means of communication that could include but not limited to: (ie. effective listening skills, verbal/nonverbal, public speaking tips, writing skill, presentation skills).

E. Note-Taking Strategies: Students will learn to use a variety of note-taking strategies from text and lecture that could include but not limited to: (ie. Active listening techniques, Focus Notes method, Mapping method, Charting method, Digital note-taking tools, Outline Method, Q/E/C (question, evidence, conclusion) method, REAP (Read, Encode Annotate, Ponder) method, The Sentence method).

F. Resources and Support: Students will learn resource opportunities available to them that could include but not limited to: (ie. Accessing tutoring services, Utilizing academic support centers, Seeking help from on campus staff, etc.).

G. Use of Technology: Students will use technology for productivity, to learn how to use digital organization tools, Digital Citizenship, avoiding distractions, self-discipline, and etc.

II. Social Emotional Learning: Students will develop and understand social emotional learning as it is essential for academic and non academic success.

Relationship Skills: Students will recognize self and others emotions, thoughts, and values to develop meaningful relationships and work through conflict productively.

Decision Making: Students will have the ability to make constructive and healthy choices about personal behavior and social interactions.

Social Awareness: Students will develop the ability to relate to and empathize with others including those with different backgrounds.

III. Transition Services: Students will engage in transition activities to develop and understand plans pre and post high school.

1. Post Secondary Opportunities: assisting students to understand opportunities available post high school including but not limited to

Education awareness: ie. educational opportunities (ie. certificate programs, trade schools, universities and community colleges).

Career awareness: ie. Interviewing skills, Certifications, Resume building, Job seeking skills experience required.

2. Independent Living: obtaining the skills and knowledge an individual needs to direct his or her life at home and in the community including but not limited to budgeting, housing opportunities, daily living routines, adult life skills, transportation, time management, safety skills, interpersonal skills, and etc.

IV. Individualized Academic Opportunities: Students will be provided time to focus on work from other classes. This has several advantages included but not limited to: (ie. guiding students on appropriate steps to finishing assignments/assessments, mentoring students, and implementing additional time for students to complete

assignments/assessments.

This alignment ensures that the study skills curriculum meets the California Common Core State Standards while providing students with essential skills for academic success.

**\*\*CCSS Alignment\*\*:**

English Language Arts: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly (CCSS.ELA-LITERACY.SL.7.1)

English Language Arts: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration (CCSS.ELA-LITERACY.W.9-10.7)

English Language Arts: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate (CCSS.ELA-LITERACY.W.7.7)

Mathematics: Understand and apply proportional relationships (CCSS.MATH.CONTENT.7.RP.A.2)

English Language Arts: Write informative/explanatory texts to examine and convey complex ideas clearly and accurately (CCSS.ELA-LITERACY.W.7.2)

English Language Arts: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (CCSS.ELA-LITERACY.W.7.4)

English Language Arts: Read and comprehend complex literary and informational texts independently and proficiently (CCSS.ELA-LITERACY.RI/RL.7.10)

English Language Arts: 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 discipline-specific tasks, purposes, and audiences (CCSS.ELA-LITERACY.W.9-10.10)

English Language Arts: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words (CCSS.ELA-LITERACY.RI.7.7)

Mathematics: Construct viable arguments and critique the reasoning of others (CCSS.MATH.PRACTICE.MP3)

English Language Arts: Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take (CCSS.ELA-LITERACY.RI/RL.7.9)

In California, the Common Core State Standards (CCSS) provide a framework for English Language Arts/Literacy and Mathematics education. However, when it comes to transitional and vocational skills for grades 7-12, the standards are often addressed through a combination of the CCSS and other frameworks designed to prepare students for college, career, and beyond. Here's how transitional and vocational skills can align with the California Common Core Standards for these grade levels:

By integrating these various frameworks and standards, educators can ensure that students in grades 7-12 are equipped with the necessary transitional and vocational skills to thrive in both their academic pursuits and future careers. Additionally, partnerships with industry professionals and community organizations can further enhance opportunities for students to develop these skills in authentic, real-world contexts.

**Writing Assignments (REQUIRED):**

*Give examples of the writing assignments and the use of critical analysis within the writing assignments.*

N/A

**INSTRUCTIONAL MATERIALS (REQUIRED)**

**Textbook #1**

Title: N/A	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

**Textbook #2**

Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

**Supplemental Instructional Materials** *Please include online, and open source resources if any.*

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**Estimated costs for classroom materials and supplies (REQUIRED).** *Please describe in detail.*  
 If more space is needed than what is provided, please attach a backup as applicable.

Cost for a class set of textbooks: \$	Description of Additional Costs:
Additional costs:\$	
<b>Total cost per class set of instructional materials:</b>	\$

**Key Targets (REQUIRED):**

Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete

The Study Guide includes four overarching principles that are as follows:  
 Academic readiness  
 Social Emotional Learning  
 Transition services

Individualized academic opportunities
<b>Instructional Methods and/or Strategies (REQUIRED):</b>
Please list specific instructional methods that will be use.
Instructional methods and/or strategies are outlined in the course of study found in the link below. See attached course of study. <a href="#">Study Skills Course of Study Outline with CCSS</a>
<b>Assessment Methods and/or Tools (REQUIRED): Determining grade</b>
Please list different methods of assessments that will be used.
Active participation, classwork, and assessments (including but not limited to formal and informal assessments)

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)				
Day(s)	Objective	Standard(s)	Chapter(s)	Reference

C. HONORS COURSES ONLY
Indicate how much this honors course is different from the standard course.

D. BACKGROUND INFORMATION
<b>Context for course (optional)</b>
<b>History of Course Development (optional)</b>