

La Costa Canyon High School
Ms. Solomon · Room 460
Academic Survival Syllabus
2020-2021

Welcome to Academic Survival class! This class is set up as a support for students in their academic classes in order to help you be successful at LCC, college, in your career, and beyond. We will work on “survival” skills through curriculum that will provide you with effective strategies to be self-aware, active learners.

Academic Survival Purpose and Outcomes

The curriculum of Academic Survival focuses on:

- ◆ Improving students’ study habits and organization skills to improve management of workload.
- ◆ Teaching/improving test preparation strategies and putting them into practice
- ◆ Helping students understand how they best learn.
- ◆ Determining why students may be struggling.
- ◆ Supporting students as they work on individual academic goals.
- ◆ Teaching students to take personal responsibility for their own academic success.
- ◆ Helping students become self-advocates able to verbalize strengths, weaknesses, and needs.
- ◆ Setting short and long-term goals, working toward achieving them, and monitoring progress.

Classroom Expectations for Success

It is the goal to create a safe, positive learning environment with respect for all. In order to make everyone’s learning experience valuable and successful, you will need to adhere to the daily classroom expectations:

- ◆ Be prepared to work when the bell rings.
- ◆ Participate in class activities.
- ◆ Work quietly when the teacher is conferencing with individual students.
- ◆ Bring all necessary materials to be able to complete assignments.
- ◆ Use technology (i.e. Chromebooks) responsibly.
- ◆ Write in your agenda planner daily.
- ◆ Be positive. Do not be disruptive or negatively affect other students’ learning.
- ◆ Work to your potential.
- ◆ Be willing to work hard and take advantage of the assistance offered.
- ◆ **RESPECT** every member of this class, the equipment and the school.
- ◆ **VIRTUAL LEARNING UPDATE:** Each class period, we will meet as a whole class to go over anything or give announcements, and create study groups. The majority of the time, I will create individual counseling schedules, where we meet to discuss school and answer questions. Please join the Google Classroom, as all information and assignments will be posted there.

Electronic Device Policy

Students will have access to a Chromebook to complete assignments during class and are expected to use them respectfully and appropriately. Student cell phones should be used appropriately and to support your academics. It will be a day by day basis on how/when cell phones will be used. If they become a distraction for you or hinder your academic progress, you will need to have it turned OFF during class time or surrender it to the cell phone holder. Students should not take pictures or record video in class, whether during instruction, breaks, or other free time.

Grading Policy

Each grading period will be based on a point system using the following percentage and grade scale:

A = 100% – 90%	B = 89.9% – 80%	C = 79.9% – 70%	D = 69.9% – 60%	F = 59.9% – below
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All points in Aeries are cumulative during the semester. I do not use a weighted scale for individual assignments; however they will be categorized in Aeries the following ways:

Attendance:

Attendance during Distance Learning is based on three input options:

Distance Learning Engaged: The student is present, fully engaged, completes all the classwork, participates in synchronous and/or asynchronous.

Distance Learning Not Engaged: The student is present but does not participate in class, and does not complete any work. Attended synchronous group sessions AND completed few or no asynchronous assignments.

Unverified Absent: If the student does not attend the mandatory scheduled period, the student should be marked absent.

Based on these input options, teachers have the discretion to use a student's level of participation to determine the applicable attendance code for each class period.

Privacy notice

During this first quarter your student will be participating in distance learning. Teachers will be working with your student through both synchronous and asynchronous learning. At times there may be a need for any of the following activities, although this is not an exhaustive list, these are examples of what may happen in the virtual classroom:

- Use of camera for attendance
- Use of breakout rooms
- Record sessions so that they are available asynchronously for students
- Ability for students to upload video to demonstrate mastery

1) Coursework:

The lessons and activities from the curriculum will focus on setting up effective habits in order to ensure success. These types of lessons and activities typically consist of journaling, organization, skill-building, and short and long-term goal setting.

2) Organization/Participation:

Agenda and binder checks are a necessary accountability tool. Students will be responsible for filling out their agenda planners with daily assignments, homework, upcoming tests and projects. Binder organization is the key to success therefore students will be expected to keep it organized. Both will be checked periodically to ensure they are being properly maintained. Students are expected to maintain successful academic grades. This means tending and focusing on their academic assignments by working independently, not using electronics/technology inappropriately, and not disrupting their classmates during the class period. Students will also be assessed for their on task behavior and if they have met the expectations given at the start of each class.

***During distance learning, students will submit digital agendas to Google Classroom**

3) Independent Reading/Study time:

Students will be expected to have a reading book with them at all times. There will be independent silent reading daily and students will track their progress in a class reading log. **Note:** My classroom library and the Learning Commons have books for readers of varying levels. As such, some books may have mature themes. If parents do not want their student to have access to the classroom library or Learning Commons, please have them notify me.

4) Grade Checks/Reflection:

As needed, students will check in Aeries on their grades progression for their academic classes. This will consist of the letter grade, percentage, and low/high scores of their assignments, projects, and tests, including making note of any that are missing. Students will reflect on their improvements, consider any missteps they may be taking, and create a goal for the following week(s).

Typical Week in Academic Survival Class

- 1) **Study Skills Lessons:** Students will complete study skills lessons and work from curriculum. This instruction will be teacher-led with time for both individual and collaborative group work.
- 2) **Agenda Review:** Agenda planners will be checked to ensure that all assignments are listed correctly, including noting any future assessments and long-term projects.
- 3) **Goal Setting Time:** Students will set goals for both Academic Survival class and homework.
- 4) **Individual Work Time:** Students will have some class time to work on assignments and get support as needed. Students should have access to all needed material in class.
- 5) **Organization and Grade Check:** Students will check their grades in Aeries and organize the coursework for their academic classes.
- 6) **Binder Check:** Binders will be checked and re-organized as needed.
- 7) **Conference:** Extra time will be used to **review goals** and **conference** with students.

It is important that you strive to do your best in this class in order to be successful and prepared for your academic classes. Everything you do and say is a reflection of you, so aim to IMPRESS! Let's use this class wisely to have you well-prepared for your future. I'm excited to work with each student as we make this year interesting, challenging, successful, and fun. It's going to be a great year in Academic Survival!

Sincerely,
Ms. Solomon, M.Ed.

Contact information	Class Codes
e: caitlin.solomon@sduhsd.net p: 760-436-6136 x6100 s: https://sites.google.com/sduhsd.net/ms-solomon/home	Google Classroom: 5tef4ip