

Academic Coaching 9

Not UC/CSU/NCAA approved

Grade Level: 9

Estimated Work Outside of Class: None

Course Description:

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

NOTE: Students will receive an academic grade. Course may be repeated for credit.

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 course is a student-support class geared towards students looking to ramp up their academic game or students who are looking for continued support in maintaining their academic goals. Students 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 introduced in 9th grade in the form of teacher-led activities. Students 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, and specific academic course support. Students make goals for work time and report to the teacher on their progress.

Students work in collaborative, structured study groups for difficult concepts/classes, as well as having the opportunity to work independently on academic course work and standardized assessments.

Prerequisite:

None

Recommended Prerequisite Skills:

None

Course Grade Categories:

- Productivity and Participation (40%): Work Time Grades, participation in activities & lessons
- Planning and Progress Monitoring (60%): planner checks, quarter and mini-goals, formal grade checks, biweekly check-ins, finals planning

Major Assessments/Units/Topics:

The following topics will be taught and reviewed throughout the year as needed. Specific activities are subject to change based on the needs of the class.

Mindset

- Motivation: work to identify, maintain, and encourage motivation for academic and personal achievement including a focus on self-care and mindfulness
- Self-Efficacy: focus on building confidence in our ability to achieve academic and personal goals
- Help-Seeking and Communication Skills - focus on helping students communicate effectively with teachers. Students learn help-seeking and self-advocacy skills

Planning

- Goal-Setting: focus on creating attainable goals and coming up with action plans
- Progress Monitoring: assessing our progress on our goals and academic grades; reassessing our goals and plans as needed

Productivity

- Time Management: learning to use time efficiently through intentional strategies and planning
- Persistence: learning to persist in our goals and classes through difficulties
- Help-seeking: learning to use our resources effectively and seek help from teachers, tutors, etc. when needed

Core Class Collaboration and Skills

- Study Groups: time to work with peers on like classes; focus on collaboration and learning from and teaching each other
- Learning Strategies: focus on study strategies and content-specific strategies
- Finals - Finals preparation assessments are done four weeks in advance for semester exams. Finals preparation for core classes is the final exam for Academic Coaching.