

# Life Strategies Course Expectations

## CORONADO HIGH SCHOOL

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### **Course Description:**

This semester elective course provides instruction in the process of organizing student thinking to acquire knowledge of new concepts and skills, retain information that aids their ability to study, and successfully participate in all areas of academic studies. These strategies may include social and emotional skills, study habits, learning styles and strategies, test-taking skills, organization, time management, and conflict management. This course will require writing assignments, cooperative projects, and a variety of assignments to develop social and emotional skills. Additionally, a portion of the time allotted for this class will be provided to students as an opportunity to complete assignments from other classes with resources such as help from their instructor or peers. The appropriate use of technology is an integral part of this course. This repeatable course fulfills one elective credit required for high school graduation.

### **Course Objectives:**

1. Students will be able to demonstrate the use of online organizers, acronyms, and mnemonics to connect and support memorization for learning.
2. Students will be able to employ emotional regulation strategies such as reframing, de-escalation, and reflection in order to overcome challenges or difficulties.
3. Students will be able to use social skills such as social contracts, perspective taking, and conflict resolution in order to navigate and succeed in complex social situations.
4. Students will be able to use a variety of study habits to improve their learning including note-taking strategies, goal-setting, and memorization techniques to enable them to succeed in high school and college classes across the curriculum.
5. Students will identify the learning styles that best enable them to succeed and they will be able to use strategies to best help them apply new learning within those learning styles.
6. Students will be able to use a variety of strategies to study for and take tests including spaced repetition learning, PQRSST studying, and positive thought loops in order to improve their ability to take tests in high stakes environments.

7. Students will be able to use a variety of organizational skills in planning and executing both projects and their daily routine. Examples may include the SOLVE strategy, use of planners or agendas, and the incorporation of balanced technology usage.
8. Students will be able to apply time management techniques such as the pomodoro technique, the 80/20 rule, and breaking down projects into actionable steps.
9. Students will be able to use active reading techniques such as skimming chapters, taking notes, composing test questions, and reviewing major points.

### **Course Outline:**

#### ***First Nine Weeks:***

School-Connect Foundations

Improving Communication Skills

Boosting Academic Skills and Motivation

#### ***Second Nine Weeks:***

Collaborating on Group Projects

Supporting Empathy and Inclusion

Building Relationships and Resolving Conflicts

### **Video Participation:**

Throughout the year, students enrolled in Life Strategies will be shown various films or film excerpts in class to reinforce or further identify concepts being studied, such as *Flipped*, *Holes*, *McFarland*, *USA* and *Akeelah and the Bee*. All of the films shown in class adhere to the CCSD limitations of the 6150 regulation; therefore, a parent / guardian permission slip is required for a PG rated film **regardless of the age of the student**. This permission slip is included with the below Google Link. Those students who do not return this signed form by the prescribed due date will not be allowed to view the in-class films. These students will be given an alternative assignment with no penalty to their class grades.

### **Clark County School District Required Grading Scale:**

A: 90–100% Excellent

B: 80–89.99% Above Average

C: 70–79.99% Average

D: 60–69.99% Below Average

F: 59.99% and below Emergent

\*All quarter/semester grades will receive a minimum of 50%

### **Individual Assignments/Assessments**

- Individual Assignments/Assessments scores in the gradebook will reflect the students actual progress towards the mastery of the standards.
- For example, an assignment score less than 50% may be in the Grade Book;

however, at the quarter if the grade to be posted is less than 50%, it must be overwritten to a 50% on the grading scale prior to posting final quarter/semester grades.

### **Semester Exams**

- Semester Exams will be entered at the percentage toward meeting the standards.
- Semester Exams will be posted *without* adjusting to the minimum score of 50%.
- For example, if a student earns a 32% on the semester exam, the score is applied without adjusting to the minimum score of 50%.

### **School Wide Grading Categories:**

Summative Assessments will account for 80% of overall quarter grade

- Tests, quizzes, major assignments and/or projects.

Formative Assessments will account for 20% of overall quarter grade

- Meaningful practice of skills required to master.
- Covers objectives of each unit.
- Tied to continued learning beyond the classroom.

Semester grades will be calculated as follows:

Quarter 1/3 – 40%

Quarter 2/4 – 40%

Semester Exam - 20%

### **Missing Work:**

- Missing work procedures will be consistent school-wide.
- Missing work will be accepted until the end of each unit (plus one week).
  - Unit Plan timelines will be determined by common course planning.
- Teachers will have the discretion to determine timelines where missing work will be accepted beyond this unit plan timeline.
  - Points will not be deducted for missing work turned in past the original due date (plus one week).
  - The mark “M” is a score of 0 percent in the Grade Book, communicating the lowest possible grade.
- The “L” late flag is added to the assignment to monitor student behavior separate from the academic grade once the missing assignment is turned in and the earned score is entered.

### **Citizenship (See Citizenship Rubric 24-25):**

- Academic behaviors will be evaluated using the citizenship grading rubric.
- Plagiarism/cheating will be considered “missing.”
  - Students will receive an “M” with a score of 0% until the original work has been submitted. Student’s academic score may increase when original work is submitted for grading.
- The student will receive a “U” on the citizenship grading rubric for the quarter.

### **Paper APP**

- Students have access to free online tutoring services 24/7.
- Students login through Clever.

**Reassessments:**

- Reassessments of summative assessments will be accepted until the end of each unit (plus one week).
- Unit Plan timelines will be determined by common course planning.
- Teachers will have the discretion to determine timelines where reassessment will be completed beyond this unit plan timeline. Summative reassessment procedures will be consistent school-wide.
- Summative reassessments will not be given during the last week of the quarter. Teachers will have the latitude to allow reassessments during this time period, if they choose.
- Students can request and participate in **ONE** reassessment opportunity per each summative assessment regardless of original grade.
  - After receiving assessment results, students have up to five school days to communicate with their classroom teacher.
  - Students must not be excluded from reassessment due to limited transportation nor commitments outside of school. Student's must be given time during the school day if they cannot attend before or after school.
  - Students must complete a reassessment reflection to develop a plan for new learning.
- An alternate or abbreviated assessment at the same rigor can be administered to elicit evidence of new learning. A student's grade should accurately reflect new learning. The higher proficiency level of the student must be reflected in the gradebook.
- Reassessment opportunities will **not** be offered for final exams/semester exams nor AP end of course exams.

**School-Wide Progressive Discipline Policy:**

- 1st Violation = Conference with Student, Warning (before/after class)
- 2nd Violation = Conference with Student, Warning, Call home (before/after class)
- 3rd Violation = Conference with Student, Warning, Call home, Teacher Detention
- 4th Violation = Parent Teacher Conference (online or in person)
- Future Violations – Discipline Referral to The Den (Discipline Office)

**School-Wide Tardy Policy (resets every quarter):**

- 1st – 2nd Tardy = Warning/Parentlink Notification
- 3rd - 4th Tardy = After School Detention/Parentlink Notification
- 5th Tardy = After School Detention/Virtual RPC (Request for Parent Conference)
- 6th Tardy = Class Disruption/ Parentlink Notification/1-day IHS
- 7th Tardy = Class Disruption/ Parentlink Notification/3-day IHS
- 8th Tardy = Class Disruption/ Parentlink Notification/5-day IHS
- 9th Tardy = Insubordination/ Parentlink Notification/10 Day Hope 2

The teachers, administrators, and faculty of Coronado High School care deeply about each and every one of our students. We understand that at times the culmination of academics, athletics, and after school activities can be challenging or even overwhelming. It is our hope to ensure that both academic/social progress AND student mental health and well-being are top considerations in all we do at Coronado. Accordingly, if you have any concerns regarding your student's progress or emotional well-being, please call our school at 702-799-6800 so we can work with your family to find resolution and create the optimal learning environment for both achievement and happiness. This is a goal we strive for every day.

### **Course Expectations Acknowledgement Links:**

[Mr. Peralta Google Survey Link](#)

[Mrs. Johnson Google Survey Link](#)