Support for Academic Skills
Course Description
This course is a credit-bearing course designed to help high school students succeed in their required academic courses by providing additional instructional time, subject-specific learning strategies, networking, and support and monitoring of personal management. Opportunities for students to work on homework may be provided, as well as supplemental practice to strengthen their academic skills. Students may complete evaluations during class time as needed.

Qtr	Standards	Objectives
1	▪ **Demonstrate strategies for collaborating with others to move group efforts forward**	▪ Hold class meetings designed to build class unity and empowerment : Discuss and understand the process of norm setting
	▪ **Recognize and respond to social cues in an appropriate manner.**	. One student is "It" and must leave the room while the class designs a list of social norms. The student returns and must use the groups' social cues to determine 'proper' behavior
	▪ **Analyze how their personal qualities help them to contribute to others**	▪ Students take part in a computerized skills and personalities assessment that matches them to job and career choices
	▪ **Analyze the effect taking responsibility or not can have on themselves and others** ▪ **Use assertive communication to get their needs met** without negatively impacting others ▪ **Incorporate personal management skills** i.e., time management, organization skills, on a daily basis	▪ Identify academic goals and self monitoring strategies ▪ Model advocating for personal needs in accomplishing goals ▪ Students track their responsibilities each week student planners ▪ Students create weekly subgoals connected to their authentic interests, monitoring progress over time
	▪ **Practice strategies for coping with and overcoming feelings of rejection**, social isolation, and other forms of stress	▪ Students draw a web of support. Next to each person's name on the web, write one strategy they could use to maintain or activate that friendship or support ▪ As a class, design a 'movie set' city street with different storefronts. Each student designs a storefront that shares characteristics of themselves that can and cannot be changed ▪ Students draw a fence and label it with behaviors that fit within and without their personal boundaries
	▪ **Evaluate how external influences, e.g.** media, peers, social and cultural norms, and expectations of authority, **affect one's decision-making** ▪ **Understand the effect of self-monitoring strategies, such as self-talk, on emotions**	▪ Design or create a humorous public service announcement warning of obstacles that may prevent you from future goals ▪ Use conversational skills to understand the perspective of others: Do pair-shares where one student must tell their partner's perspective on an

	and actions/behaviors	issue
2	▪ **Demonstrate strategies for collaborating with others to move group efforts forward** ▪ **Recognize that social cues differ depending upon the setting** one is in ▪ Offer **constructive feedback in order to help others improve** ▪ **Analyze how their personal qualities help them to contribute to others** ▪ **Analyze the effect taking responsibility or not can have on themselves and others** ▪ **Use assertive communication to get their needs met** without negatively impacting others ▪ **Incorporate personal management skills** i.e., time management, organization skills, on a daily basis ▪ **Practice strategies for coping with and overcoming feelings of rejection**, social isolation, and other forms of stress ▪ **Evaluate how external influences**, e.g. media, peers, social and cultural norms, and expectations of authority, **affect one's decision-making** ▪ **Understand the effect of self-monitoring strategies, such as self-talk, on emotions and actions/behaviors**	▪ Hold class meetings designed to build class unity and empowerment ▪ Students role-play interview situations where they must respond to the social cues of the interviewer ▪ Given a real-life scenario, students design the 'teams' they would assemble to best meet the need given – and explain why and how that group would meet the need ▪ In all subject areas, have students discuss the steps they take to come to a successful conclusion of the problem at hand, to practice responsible decision-making ▪ Model advocating for personal needs in accomplishing goals. ▪ Identify academic goals and self monitoring strategies ▪ Assign student planners where students track their responsibilities each week ▪ Determine the role of practice in gaining skills and goal achievement ▪ Students create weekly subgoals connected to their authentic interests, monitoring progress over time ▪ Monitor progress toward achieving a goal, make adjustments in plan as needed ▪ Explore possible career and volunteer opportunities based on their identified interests and strengths ▪ Given a real-life scenario, students design the 'teams' they would assemble to best meet the need given – and explain why and how that group would meet the need ▪ Identify school support personnel in their school and adult role models in their lives and know when and how to use them • Use conversational skills to understand the perspective of others: Do pair-shares where one student must tell their partner's perspective on an issue ▪ Identify common mantras, have students decide if they believe in them. If so, how do their actions represent those mantras
3	▪ **Demonstrate strategies for collaborating with others to move group efforts forward** ▪ **Recognize that social cues differ depending upon the setting** one is in ▪ **Advocate for the needs of others, including your community**, in a way that promotes positive change ▪ **Model advocating for personal needs** in accomplishing goals	▪ Use conversational skills to understand the perspective of others: Do Socratic method seminars and have students write reflection papers about how their viewpoints changed when listening to others ▪ Students write a cover letter that shares their strengths, but matches those strengths to a particular career or college ▪ In all subject areas, have students discuss the steps they take to come to a successful conclusion of the problem at hand, to practice responsible

	▪ **Model for underclassmen appropriate classroom behavior** ▪ **Offer constructive feedback in order to help others improve**	decision-making ▪ Have students share a work product, in which they receive constructive feedback from the teacher and their peers; develop next steps to improve ▪ Play 'Telephone' and then discuss how messages can so easily get misconstrued when someone doesn't listen or talk carefully
	▪ **Analyze how their personal qualities help them to contribute to others** ▪ **Analyze the effect taking responsibility or not can have on themselves and others** ▪ **Use assertive communication to get their needs met without negatively impacting others** ▪ **Incorporate personal management skills i.e., time management, organization skills, on a daily basis**	▪ Assign student planners where students track their responsibilities each week▪ Identify academic goals and self monitoring strategies ▪ Incorporate personal management skills i.e., time management, organization skills, on a daily basis ▪ Determine the role of practice in gaining skills and goal achievement ▪ Students create weekly subgoals connected to their authentic interests, monitoring progress over time ▪ Analyze the effect personal tendencies have on goal achievement (for example, integrity, prioritizing, managing time, adequate resources) ▪ Analyze the effect taking responsibility or not can have on themselves and others ▪ Monitor progress toward achieving a goal, make adjustments in plan as needed ▪ Identify and embrace characteristics about themselves that they can and cannot change ▪ Demonstrate confidence based on an accurate self-assessment of strength
	▪ **Practice strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress**	▪ Students make a community map showing organizations that provide support services ▪ Actively participate in a healthy support network of valued relationships
	▪ **Evaluate how external influences, e.g. media, peers, social and cultural norms, and expectations of authority, affect one's decision-making** ▪ **Understand the effect of self-monitoring strategies, such as self-talk, on emotions and actions/behaviors** ▪ **Analyze situations in their lives; determine the level of control they have in the situations, then determine appropriate choices or decisions for them**	▪ Read scenarios that would cause an emotional reaction; each student should write a "good," "bad," and "ugly" response ▪ In small groups have teams determine strategies they could use to manage various situations. Act them out and evaluate their usefulness ▪ Conduct an integrity analysis to help determine if behavior aligns with their personal core principles ▪ Review the Youth Risk Behavior Survey data for adolescents. Identify a pertinent issue and discuss strategies students could use to address the issue ▪ In small groups have teams determine strategies they could use to manage various situations. Act them out and evaluate their usefulness
4	▪ **Demonstrate strategies for collaborating with others to move group efforts forward** ▪ **Recognize that social cues differ depending upon the setting one is in** ▪ **Advocate for the needs of others, including your community, in a way that promotes positive change** ▪ **Model for underclassmen appropriate classroom behavior**	▪ Hold class meetings designed to build class unity and empowerment ▪ Use assertive communication to get their needs met without negatively impacting others

▪ Offer **constructive feedback in order to help others improve**	▪ Have students share a work product, in which they receive constructive feedback from the teacher and their peers; develop next steps to improve ▪ Explain and model your decision making-process to others ▪ In all subject areas, have students discuss the steps they take to come to a successful conclusion of the problem at hand, to practice responsible decision-making
▪ Analyze how their **personal qualities help them to contribute to others** ▪ Analyze the effect **taking responsibility or not can have on themselves** and others ▪ Use **assertive communication to get their needs met** without negatively impacting others ▪ **Incorporate personal management skills** i.e., time management, organization skills, on a daily basis ▪ Model **advocating for personal needs** in accomplishing goals	▪ Understand how decisions made now can impact their future and have long term effects ▪ Identify academic goals and self monitoring strategies ▪ Demonstrate an understanding that goal setting promotes life-long success ▪ Assign student planners where students track their responsibilities each week ▪ Incorporate personal management skills i.e., time management, organization skills, on a daily basis ▪ Determine the role of practice in gaining skills and goal achievement ▪ Students create weekly subgoals connected to their authentic interests, monitoring progress over time ▪ Analyze the effect personal tendencies have on goal achievement (for example, integrity, prioritizing, managing time, adequate resources) ▪ Monitor progress toward achieving a goal, make adjustments in plan as needed
▪ Practice **strategies for coping with and overcoming feelings of rejection**, social isolation, and other forms of stress	▪ Students draw a web of support. Next to each person's name on the web, write one strategy they could use to maintain or activate that friendship or support ▪ Describe knowledge and skills they have and can use in their role as a responsible citizen to improve the community
▪ Evaluate how **external influences**, e.g. media, peers, social and cultural norms, and expectations of authority, **affect one's decision-making** ▪ Understand the effect of self-monitoring strategies, such as self-talk, on emotions and actions/behaviors	▪ Demonstrate ability to reframe difficult situations into opportunities that promote resiliency and optimism ▪ Use conversational skills to understand the perspective of others: Do Socratic method seminars and have students write reflection papers about how their viewpoints changed when listening to others ▪ Analyze the effect taking responsibility or not can have on themselves and others
▪ **Analyze situations in their lives;** determine the level of control they have in the situations, then **determine appropriate choices** or decisions for them	▪ Understands and evaluates the correlation between their words and their actions (walk the talk) ▪ Conduct an integrity analysis to help determine if behavior aligns with their personal core principles ▪ Analyze their behavior to determine whether or not they are being authentic/true to self