

Multilevel Study Skills

2005-2006 Room 609

Mr. Schipul

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Course Description and Information

Course Description

Multilevel Study Skills is an academic support course. Students will be provided the opportunity, with assistance, to complete assignments from their courses. Students will be apprised of strategies that they may use to effectively accomplish various academic tasks (e.g., how to manage essay writing, tips on test preparation and taking, etc.)

If/when necessary, students will be given supplementary activities (e.g., math and English skills-building exercises).

At times, there may be general class activities (e.g., solving the kind of problems that may appear on the California High School Exit Exam (CAHSEE).*

The educational process is necessarily a dynamic one. As the teacher considers new ways to make the course useful and helpful to the students, he may incorporate different activities into the class agenda.

* CAHSEE test items become public knowledge. To view, for example, the actual October 2004 English and Math exams, go to:

<http://www.cde.ca.gov/statetests/cahsee/>

Disregard "Page Not Found"

Suggested Pages
CAHSEE

Resources
Released Test Questions
October 2004 Math or English

Academic Expectations

Students will be expected to be consistently engaged and on-task during classtime. If/when they have completed homework assignments, they will be provided academic activities. (As needed, students' teachers will be contacted for information regarding class assignments.)

Students, of course, are expected to bring to class needed materials (paper, pen/cil, "Student Planner" or assignment checklist, etc.)

If a student is given a task, s/he will be expected to re-do/make corrections as indicated on her/his returned activity. These are learning activities, and should be considered and used as such.

Student Conduct

Students are expected to adhere to the Serra rules of conduct (see "Discipline Policy" (pp.19-21 in "Planner"); "Dress Code" (p.22); "Electronic Devices" (p.23); "Hat Policy" (p.24); "Honesty Policy" (p.25); "Student Sexual Harassment and Discrimination" (p.29-30); "Zero Tolerance Policy" (p.32)).

Everyone in the classroom will be respectful of each other. Interference with the learning environment will not be accepted.

General Response Plan

If there is a problem with student conduct, the teacher will:

- 1) Consult with the student (during class or at another designated time).
- 2) If the problem persists, home contact will be made, including possible assignment of classroom Detention (during 2004-2005, late buses left campus at 3:30 p.m. and 5:30 p.m.).
- 3) If the problem remains unresolved, official Referral to the student's Counselor and/or Assistant Principal.

Grading Policy

Points will be assigned on a daily basis. The major determiner of the day's points will be the extent to which the student is actively academically engaged during classtime (e.g., 4 points may be given for full engagement, 0 for no engagement). This engagement will consist of a student working on individual (or paired, small group) tasks, and also participating in general class activities.

Quality of work will be considered (e.g., whether the student corrects returned work, completeness of notes taken during a general class activity, etc.).

Marking Period and Term/Semester grades will be determined by converting total points earned to letter grades.

Citizenship

Citizenship will be evaluated on a daily basis.

Citizenship Marks

E= Excellent

G=Good

S=Satisfactory

N=Needs Improvement

U=Unsatisfactory

Citizenship marks are “the reflections of the teacher’s impression of the general behavior, attitudes, values, and habits of an individual student in the school community. These marks indicate the student’s ability to participate effectively in a democratic society and measure personal qualities.” (See p.27 in “Planner.”)

The following criteria may be used in evaluating student citizenship grades:

- a) Attendance: Students who continue to be tardy/truant will be penalized through a lowered citizenship grade. (See “Attendance Policy”--p.12 in “Planner”.)
- b) Cooperation: Working well and willingly with others; using time and materials effectively; showing respect for authority; and having proper attitude towards regulations.
- c) Responsibility: Accepting responsibility for one’s own actions; demonstrating interest in personal improvement; being trustworthy and dependable; being regular in attendance; and caring for school property.
- d) Courtesy: Being considerate in speech and action; showing courtesy and respect for teachers and others. **Remember:** Student eligibility for athletics, the Honor Roll, student government, activity programs, such as clubs, speech, band, choir, and others is determined by citizenship marks as well as scholarship marks. A 2.0 in citizenship is also part of the criteria for participating in commencement and school activities.

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To student: "I have read and understand the '*Course Description and Information.*' As a student of the class, I agree to act as a respectful and responsible Serra citizen."

Student Information

Print name _____

Signature _____

Date _____

Student e-mail address _____

To parent/guardian: "I have read and understand the '*Course Description and Information.*'"

The following requested information will be used for home contact. It will also be used to update, if necessary, Serra's contact information. (You will be contacted by the school to confirm any changes.) Thank you.

Print name _____

Address _____

Telephone-- daytime (please indicate if cell):

Telephone: evening _____

e-mail address _____

e-mail address _____

Which is the best way to reach you?

e-mail _____

preferred telephone number _____

time of day _____

Thank you very much. (Parent/guardian may be contacted as a follow-up.)

Signature _____

Date _____