



Sage Creek High School

Course Syllabus  
Mr. Leighton  
Directed Studies

2021-2022

## **Course Title**

Directed Studies

## **Purpose of the Course**

Directed Studies is a course for students who qualify for special education services through an Individual Education Plan (IEP). The course is designed to provide specialized academic instruction of general education content to students with IEPs. The course uses a variety of approaches to meet the individual needs of the students. Approaches used to help special education students be successful in their general education courses include strategy intervention, differentiated instruction, and tutorial assistance. The course is intended to provide special education students with the skills that are necessary to successfully transition into the academic life of a high school student.

## **Course Materials**

Students are expected to have the following material daily:

- District-issued Chromebook
- Writing utensils
- Folder to keep materials
- Necessary materials to complete content course assignments (i.e. course notes, books, calculator, etc.)
- Personal Planning System (i.e hard-copy planner or electronic device for planning)
- Book to read for pleasure

## **Grading Formula**

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Points	Grade	Points	Grade
24-25	A	18	C
23	A-	17	C-
22	B+	16	D+
21	B	15	D
20	B-	14	D-
19	C+	13>	F

## **Assignment Values**

The SCHS Student Support Services department will use the following categories to organize students' grades. Essentially, students are expected to come to class with all needed materials, lead conversations about their progress and workloads, take initiative toward work completion, seek support, utilize class time productively, and stay on task. Daily rubrics will be utilized to record student scores and average them into a weekly score for the Agenda, Check-ins, Time on task, and preparedness categories. Some check-ins will also be in written/typed format. In addition to these in-class behaviors and skills, students will also receive grades for assignments and activities assigned in Directed Studies, including transitional activities and study skills lessons.

Assignments (Including transitional activities and study skills)	40%
Check-ins and student-led conferences, including initiative and self-advocacy	30%
Agenda/Planner	20%
College and Career Readiness	10%

### ***Assignments***

Students will complete various transitional activities, study skills lessons, and other activities/assignments during Directed Studies. These assignments will directly relate to students' needs and are designed in order to help students increase their skills, become a more successful student, and plan for life after high school, as well as meet the goals set forth in their IEPs.

### ***Check-ins and student-led conferences, including Initiative and Self Advocacy***

In Directed Studies, students will have opportunities to improve and master their self-advocacy skills. They will participate in lessons and activities with the intent that they will be able to transfer these skills into the general education setting. Students will facilitate conversations around their current workload, how they plan on prioritizing assignments, and identifying and utilizing support as needed.

### ***Agenda/Planner***

Through the Directed Studies Curriculum and course activities, organizational skills are taught and reinforced. Students are expected to participate in activities that will improve their ability to organize both their materials and their time. Students will be expected to create and use a personal planning system to help them to manage and prioritize their assignments, activities, and responsibilities within a timely manner.

### ***College and Career Readiness Grade (ie: "Time on Task")***

In efforts to prepare students for the expectations found in the college setting and/or in the workforce and in support of the CCSS' expectations for anchor standards, directed studies students will be awarded a "Time on Task". This includes, but is not limited to:

- Being in class on time and ready to work
- Having appropriate materials
- Being on task
- Being respectful
- Using time productively
- Effort

### ***Aeries***

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Aeries is our school-wide system that provides communication regarding grades and assignments. Our school-wide goal is to update Aeries on a weekly basis (by Friday evening). The SCHS Student Support department intends to meet this goal. It is our expectation that students also regularly check their grades and assignments on Aeries. Students will be given an opportunity to check Aeries daily in Directed Studies and update their planning as needed. We also encourage them to check Aeries again after school either at home or in the library as teachers may not post grades and assignments during the school day.

## ***Student Expectations***

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**Be your B.E.S.T.**

Establish Community

Show Respect

Take Responsibility

- Students are expected to behave professionally and respectfully both in and out of the classroom.
- Students are expected to treat their peers, teachers, and themselves with respect.
- Students are expected to be in your assigned seat with your materials ready when the time the bell rings. The bell starts the class, and the teacher dismisses the students.
- Students are expected to communicate appropriately with teachers and peers.
- Unless directed by the teacher for instructional use, electronic devices (iPods, Cell Phones, Gaming Devices, etc.) must be off and put away during class.
- When absent from class, it is the student's responsibility to get the missed notes and assignment(s).

## ***Course Topics and Objectives:***

Topics:

- Goal Setting
- Organization/Prioritizing
- Study Skills
- Time Management
- Test Taking Skills
- Self Advocacy

Objectives:

At the end of this course students will improve their ability to:

- Maintain an organized planner and materials
- Organize and track assignments in general education courses
- Complete assignments in a timely manner
- Prepare for exams
- Effectively communicate individual needs with teachers and support staff
- Take and use effective Cornell Notes