



Department of Teaching & Learning
Parent/Student Course Information

Reading Skills for the College Bound Grade 9-12
(LA1184)

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

This semester course is designed for students to gain the independence necessary for a successful college experience. Students learn how to read and think analytically, prepare for the PSAT/SAT, and refine study skills. In addition, students focus on using reasoning and problem-solving skills to make informed decisions, building high-level comprehension skills to read and understand rigorous high school and post-secondary texts, and assessing and evaluating new information independently. Emphasis is placed on self-exploration through critical thinking that includes determining learning styles, refining appropriate study skills for college, and assessing the components of choosing the college or post-secondary experience to fit each individual.

PREREQUISITE

None.

OPTIONS FOR NEXT COURSE

None.

REQUIRED STUDENT TEXTBOOK

Reading Enhancement and Development, 7th ed., Atkinson
Learning to Learn: The Skill and Will of College Success, VanderStoep
Vocabulary Cartoons, Burchers

COURSE OBJECTIVES

- RSCB 1 The student will read a wide range of print and non-print texts to build an understanding of self to acquire new information, to respond to personal needs and the demands of society and the workplace, and to increase personal fulfillment.**
- RS 1.1 Complete and analyze learning and brain preference inventories to improve learning, retention, and recall.
- RS 1.2 Determine the personal learning environment necessary for optimum learning, retention, and recall.
- RS 1.3 Set short- and long-term goals.
- RS 1.4 Create a Personal College Profile Journal (PCPJ) to record and evaluate information for use in the college selection and admission process.
- RS 1.5 Work with parents and/or guardians (and other important adults) as a team to complete the PCPJ as a tool to help in the college selection and admission process.

- RS 1.6 Learn to use metacognition to reach a better understanding of the way one thinks, learns, and works.
- RSCB 2 The student will interpret a variety of print and non-print media including college level text, current course text, and Internet sources.**
- RS 2.1 Evaluate the accuracy and effectiveness of Web sites encountered in all phases of this course.
- RS 2.2 Begin to prioritize and classify information to make judgments based on facts gathered in the research process.
- RS 2.3 Document Internet sources.
- RSCB 3 The student will learn and apply a wide range of strategies to comprehend, interpret, and evaluate a variety of texts.**
- RS 3.1 Adjust reading rate and purpose for reading without compromising comprehension.
- RS 3.2 Respond either verbally or in writing to a variety of print and non-print media including college level text, current course text, and Internet sources.
- RS 3.3 Develop and apply strategies to survey text to improve comprehension.
- RS 3.4 Develop and apply strategies to summarize text to improve comprehension.
- RS 3.5 Recognize organizational patterns to increase comprehension (i.e., subject development, list/sequence, comparison/contrast, cause/effect, problem/solution).
- RSCB 4 The student will use reading and problem-solving skills to assess and evaluate new information and make informed decisions.**
- RS 4.1 Read fiction or nonfiction text and extrapolate meaning as it is stated or inferred.
- RS 4.2 Draw logical conclusions based on the content of the reading selection.
- RSCB 5 The student will use a variety of technological and informational resources to gather and synthesize information and to create and communicate knowledge.**
- RS 5.1 Recognize that the Internet is a fluid, up-to-the minute resource that contains state-of-the art information as well as undocumented and incorrect information.
- RS 5.2 Understand and use basic Internet terms correctly (i.e., browser, bulletin board, domain, hyperlink, ISP, netiquette).
- RS 5.3 Learn how to check Internet sites for authenticity.
- RS 5.4 Learn how to evaluate the content of a site by determining the purpose of the site, the target audience, and the validity and objectivity of the site's information.
- RSCB 6 The student will employ reasoning and problem-solving skills to assess and evaluate new information and make informed decisions.**
- RS 6.1 Find the author's perspective in expository and narrative texts.
- RS 6.2 Identify the use of propaganda techniques (i.e., name-calling, glittering generalities, euphemisms, transfer, and testimonial) that influence the reader.
- RS 6.3 Locate instances of author's bias in different forms of writing.
- RS 6.4 Recognize instances of stereotyping in popular advertising and other media outlets.
- RS 6.5 Differentiate between fact and opinion, and expert opinion and propaganda.
- RSCB 7 The student will expand personal vocabulary through the use of contextual clues, figurative language, structural analysis, and visual mnemonics and apply these vocabulary techniques to print and non-print media.**
- RS 7.1 Understand the language used in the college selection and admission process to increase the likelihood of achieving the most appropriate college admission.
- RS 7.2 Realize the importance of the accurate and articulate use of words in the written and spoken language.
- RS 7.3 Recognize and use visual mnemonics to extend and enrich vocabulary.
- RS 7.4 Examine the relationship between word meanings within the context of analogy.

- RS 7.5 Examine word origins to extend and enrich vocabulary.
- RS 7.6 Use context to extend and enrich vocabulary (i.e., parts of speech, stated, bridging, and experiential contextual clues).
- RS 7.7 Identify figurative language to extend and enrich vocabulary (i.e., symbol, simile, metaphor, and allusion).
- RS 7.8 Examine and learn word parts, especially prefixes, suffixes, and root words to aid in defining unknown words and ultimately to increase personal vocabulary.
- RSCB 8 The student will apply knowledge of language structure, language conventions, and figurative language to create, critique, and discuss print and non-print texts.**
- RS 8.1 Recognize that the more one knows about the etymology of a word; the easier it is to remember and use the word correctly in context.
- RS 8.2 Use structural analysis to extend and enrich vocabulary (i.e., identify prefixes, suffixes, and roots).
- RSCB 9 The student will learn and employ a wide range of study strategies to read and write for a variety of purposes.**
- RS 9.1 Set learning goals to pace study and gauge the depth of coverage needed to master information in texts.
- RS 9.2 Use previewing strategies to activate previous knowledge and enhance understanding.
- RS 9.3 Learn and be able to choose appropriate surveying strategies for expository or narrative text.
- RS 9.4 Learn and be able to choose appropriate summarizing strategies for expository or narrative text.
- RS 9.5 Use organizational patterns (i.e., subject development, list/sequence, comparison/contrast, cause/effect, problem/solution) to improve understanding and enhance retention and recall.
- RS 9.6 Apply a suitable note taking format that fits the assignment and supports the student's learning style and personal study preferences.
- RS 9.7 Use existing graphic organizers or create personal graphic organizers to enhance learning, retention, and recall.
- RS 9.8 Learn and use questioning techniques, recitation, and review as found in study systems to improve understanding and enhance retention and recall.
- RS 9.9 Learn and apply critical thinking strategies to understand, analyze, discuss, and write about expository or narrative texts.
- RS 9.10 Take and use learning inventories and self-assessments to determine personal strengths and weaknesses in becoming a self-regulated learner.
- RS 9.11 Compare and analyze tables (i.e., bar, line, and circle graphs).
- RS 9.12 Interpret diagrams, flow charts, and timelines.
- RS 9.13 Interpret maps.
- RSCB 10 The student will learn effective test-taking strategies to increase personal performance on standardized tests including the PSAT/SAT and Standards of Learning End-of-Course Tests, and non-standardized tests including final and Advanced Placement examinations.**
- RS 10.1 Determine personal strengths and weaknesses by taking a released SAT in a realistic, timed, testing environment and establishing a plan of action to correct identified weaknesses.
- RS 10.2 Examine and implement writing strategies designed to improve grammar, usage, and mechanics on high stakes tests.
- RS 10.3 Build personal reading speed while maintaining comprehension of the text to increase the likelihood of completing timed high stakes tests and understanding of the passage.
- RS 10.4 Examine and create study aids (i.e., flash cards, games, mnemonic devices) to increase learning, retention, and recall to increase achievement on high stakes tests.
- RS 10.5 Examine and apply research on memory, learning, retention, and recall to improve personal academic performance.
- RS 10.6 Apply knowledge of brain research to understand the learning process and maximize long-term memory and recall as it applies to test taking.

- RS 10.7 Avoid test anxiety by using specific study systems repeatedly over time to develop long-term memory, retention, and recall.
- RS 10.8 Examine and use specific strategies for reading and taking objective and subjective tests to increase academic performance.
- RS 10.9 Create personal mnemonic devices to enhance long-term memory, retention, and recall.
- RS 10.10 Evaluate and choose a proper learning environment to enhance long-term memory, retention, and recall.
- RS 10.11 Learn and apply test taking strategies for multiple choice tests.
- RS 10.12 Learn and apply test taking strategies for essay tests.
- RS 10.13 Maximize learning using rehearsal formats (i.e., spaced study, study groups/partners).
- RS 10.14 Improve long-term memory using acronyms and acrostics, word games, mental/physical imagery, and visual mnemonics.

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August 9, 2021