

Study Skills

Content Area: **Special Education**
 Course(s):
 Time Period:
 Length: **Sample**
 Status: **Published**

Course Pacing Guide

This pacing guide should include the vision and mission of the course. It will be the same for all units in your course.

The simpler, the better. Pacing guide flaws come when they are too constricting, so big ideas is best (Cobb, McClain, de Silva Lamberg, & Dean, 2003; Wiggins, Wiggins, & McTighe, 2005)

Model			
Unit	MP/Trimester	Weeks	
Introduction to SOAR Study Skills and Section 1: How Are You Smart?	1	1-2	
Section 2: Introduction to Setting Goals	1	3	
Chapter 2: Establishing Priorities			
Section 2: Chapter 3: Identify Your Goal; Chapter 4: Schedule Time to Take Action	1	4	
Section 3: Introduction to Organize; Chapter 5: Organize Your Papers	1	5	
Section 3, Chapter 6: Organize Your Space. Chapter 7: Organize Your Time	1	6	
Review/Assess	1	7	
Section 4: Introduction to Ask Questions	1	8	
Section 4: Chapter 8: How to Speak and Listen Effectively	1	9	
Unit	MP/Trimester	Weeks	
Section 4: Chapter 9: How to Work With Teachers and Peers	2 (Week 10)		
Section 4, Chapter 10: How to Read Textbooks and Non-fiction	2	11	
Section 4: Chapter 11: How to Take and Study Notes	2	12	
Section 4: Chapter 12: How to Take Tests	2	13	
Section 4: Chapter 13: How to Write Papers	2	14	
Section 4: Chapter 14: How to Give a Presentation;	2	15	
Section 5: Chapter 15: How to Use Language Resources			
Section 5: Introduction to Record Your Progress	2	16	
Section 5: Chapter 16: Tracking Your Grades			

Section 5: Chapter 17: Monitoring Your Goals	2	17
Chapter 18: Recognizing Your Achievements		
Work on Exit Presentations	2	18-20
Presenting Exit Presentations		

Unit Overview

Section 1 (Chapter 1): How Are You Smart?

Students take an inventory of their "multiple intelligences" to see what areas of strength they have. This helps to build their confidence and formulates ideas for how they can activate their multiple intelligences to improve their schoolwork.

Section 2 (Chapters 2-4): Setting Goals

This unit will focus on establishing the student's priorities, identifying their goals and scheduling time to take action on those goals. Items of particular focus will be to learn how to carve out time in one's day and how to prioritize which work needs to be done first.

Section 3 (Chapters 5-7): Organize

This unit focuses on how to organize one's papers, how to organize one's space at home and at school and how to organize one's time.

Section 4 (Chapters 8-15): Asking Questions

This is the largest section and therefore will be broken down into 2 separate units. The first unit will include chapters 8 and 9, which involves how to speak and listen effectively and how to work with one's teachers and peers to achieve one's goals. The second unit in this large section focuses on the skill sets of reading, notetaking, test taking, writing papers and giving presentations.

Enduring Understandings

1. Students will understand and determine how they learn best.
2. Students will understand how to create personal goals and how execute a plan to achieve the goals.
3. Students will understand how to organize schoolwork and how to establish proper time management outside of the classroom.
4. Students will understand appropriate ways to interact with teachers and peers in order to speak and listen effectively.
5. Students will understand how to utilize study skills while taking and studying notes to enhance comprehension and prepare for assessments.
6. Students will understand how to track grades and monitor goals leading recognition of achievements and progress.

Essential Questions

Section 1 (Chapter 1)

- *What are multiple intelligences?*
- *How do I learn best based on multiple intelligence?*

Section 2 (Chapters 2,3,4)

- *How do you establish priorities in order to identify goals?*
- *What steps are taken in order to achieve goals?*

Section 4 (Chapters 8, 9,10,11,12,13,14,15)

- *What is the purpose of communication and why are communication skills important in school?*
- *How does working collaboratively with teachers and peers lead to success?*
- *What are strategies that can be used to increase comprehension within textbook and nonfiction reading?*
- *How does the Listening Model lead to success when taking and studying class notes?*
- *What are test taking strategies that can be used on assessments using multiple choice, fill in the blank, and essay questions?*
- *What is the purpose for writing?*
- *How does the Communication Model for speaking and writing help guide students through the writing process?*
- *How do you find trusted resources to use when researching a topic?*
- *What is the difference between written and spoken language?*

- *How can a message be clearly communicated to an audience?*
- *How can the implementation of a presentation sound like natural speech?*
- *What are specific language strategies utilized to build language skills such as syntax, grammar conventions, figurative language, and vocabulary?*

Section 5 (Chapters 16,17,18)

- *What is the purpose of tracking grades?*
- *What methods are used to track grades?*
- *Why is it important to consistently set goals throughout the year?*
- *What is the process to reevaluate goals throughout the year in order to achieve them?*
- *What are positive accomplishments utilizing strategies learned throughout the course?*

New Jersey Student Learning Standards (No CCS)

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
LA.RI.9-10.10a	By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared

	writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
LA.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.F.CS1	Identify and define authentic problems and significant questions for investigation.
TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.

Amistad Integration

SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
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Holocaust/Genocide Education

SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.

Interdisciplinary Connections

Please see above under NJ Student Learning Standards to view Interdisciplinary Connections Standards.

Technology Standards

Please see the above standards under NJ Student Learning Standards (i.e. TECH.8.1.12)

21st Century Themes/Careers

Please see the above standards under NJ Student Learning Standards (CAEP.9.2.12)

Financial Literacy Integration

PFL.9.1.12.A.4

Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.

Instructional Strategies & Learning Activities

- SOAR curriculum and digital resources

Differentiated Instruction

The Study Skills course is designed to focus on individual needs of students where they can utilize a variety of strategies to achieve their goals and succeed in and out of the classroom.

Examples of teaching strategies include:

- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting
- Mentoring

- Student Interest & Inventory Data

Formative Assessments

- Self-Monitoring of progress throughout the semester
- individual practice of strategies from curriculum

Summative Assessment

- Unit assessment
- Final assessment

Benchmark Assessments

Teacher-created assessment at the end of each unit (see summative assessment)

Alternate Assessments

- Personal inventories with self-reflection
- Monitoring of targeted behaviors (i.e. checking organization, planners/agendas)
- conferences with teacher to see how skills learned in class have been implemented (i.e. monitoring Genesis, Canvas together)
- teacher collaborating with subject-area teachers to monitor student progress

Resources & Technology

- chromebooks

BOE Approved Texts

- *Soar Learning and Soft Skills for College and Career Readiness* by Susan Kruger, M. Ed.

Closure

- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"

ELL

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

Special Education

- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Show a model of the end product of directions
- Stand near the student when giving directions or presenting a lesson.

504

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits

At Risk

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task

- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Cue/model expected behavior
- Use peer supports and mentoring
- Chart progress and maintain data

Gifted and Talented

- Offer the Most Difficult First
- Pretest for Volunteers
- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Tiered learning
- Focus on effort and practice
- Encourage risk taking