**Randolph Township Schools**
**Randolph High School**
**Grades 9-12 Study Skills Curriculum**

*"Every accomplishment starts with the decision to try.”*
*John F. Kennedy*

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**Curriculum Developed:**
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**Date of Board Approval:**
September 21, 2021

# Randolph Township Schools
# Randolph High School
# Grades 9-12 Study Skills Curriculum

# Randolph Township Schools
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# Randolph Township Schools
# Randolph High School
# Grades 9-12 Study Skills Curriculum

## Mission Statement

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible, and educated members of a global society.*

## Affirmative Action Statement
## Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards.   The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

# Randolph Township Schools
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# EDUCATIONAL GOALS
# VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:
- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

# Randolph Township Schools
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# Introduction

This curriculum addresses the academic and emotional needs of all students with an Individual Education Plan (IEP) by providing varied opportunities for growth and enhancement. The purpose is to prepare all learners with the knowledge and skills necessary to compete in our 21st century global society. The Study Skills Program provides students with supportive services to be successful in all educational settings. Students may receive individualized instruction in a specific content or skill area, learn to organize and plan their time effectively and develop strategies to help them successfully complete their course requirements. These concepts may be taught in isolation or through practical application of skills. The teacher will make these determinations based on the individual needs of each student. The teacher collaborates with students, parents, the general/special teachers, the Child Study Team and administration on an ongoing basis to facilitate the delivery of modifications and supplemental services as required by each student's IEP. More specifically, emphasis is placed on students taking responsibility for being independent learners. While guided through the transition process from grade nine through post-secondary status, students are taught the self-advocacy skills necessary to achieve success and independence. We believe that each student can reach his/her full potential with a mutual commitment of time, effort, and collaboration among all team members. The skills and strategies learned in Study Skills build on each other as the student enters each new grade level. It is also the goal of the program to teach the necessary skills and strategies for lifelong learning. Study Skills provided students with an opportunity to become independent learners in the 21st century.

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## Curriculum Pacing Chart

| SUGGESTED TIME ALLOTMENT | UNIT NUMBER | CONTENT - UNIT OF STUDY |
|---|---|---|
| 6 weeks/ongoing | I | Organizational Skills and Note Taking Strategies |
| 5 weeks/ongoing | II | Learning Strategies and Supports |
| 5 weeks/ongoing | III | Math Strategies |
| 5 weeks/ongoing | IV | Reading and Writing Strategies |
| 5 weeks/ongoing | V | Assessment Strategies |
| 5 weeks/ongoing | VI | Technology Literacy and Research Skills |
| 5 weeks/ongoing | VII | Transition (Middle to High School and High School to Post Secondary) |

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## Unit I: Organizational Skills and Note Taking Strategies

**TRANSFER:** Students will be able to independently identify and use appropriate skills and strategies effectively to become productive, successful, and organized students and adults.

| STANDARDS / GOALS: | ENDURING UNDERSTANDINGS | ESSENTIAL QUESTIONS |
|---|---|---|
| **NJ IEP Goal Bank Version 11**<br>*Preparation and Organization*<br>1.1: The students will come to school on time and be prepared with all the required materials (e.g., textbooks, notebooks) for all classes.<br>1.1.8. The student will keep school related materials easily accessible at a desk, locker and home.<br>1.1.9 The students will select the necessary materials required to participate in each lesson and arrange them.<br><br>*Note-Taking Skills*<br>1.4.3 The student will take written notes in an outline format during a scheduled class period without errors. | Prioritizing assignments allows for timely completion of work. | • How does time management influence task completion? |
| | Time management and pacing skills are critical for students to complete short- and long-term assignments and become more independent learners. | • What does it mean to be an independent student? |
| | Academic and school success is dependent on a system of preparation and organization. | • What are your academic and organizational goals? |
| | Listening critically and distinguishing key information during instruction is a part of active learning. | • How can listening critically help you determine key information in the classroom? |
| | Creating realistic and attainable goals is key to achieving academic success. | • What is the correlation between academic achievement and post-secondary plans? |
| | Maintaining classroom requirements and monitoring academic performance will have a positive impact on long term academic achievement. | • Why do we need to set goals and establish a timeline to work towards goals?<br>• Why should we reflect on current performance and progress towards goals? |

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## Unit I: Organizational Skills and Note Taking Strategies

| | KNOWLEDGE<br>Students will know: | SKILLS<br>Students will be able to: |
|---|---|---|
| 1.4.4 The student will take written notes in an outline format from a chapter in a textbook without errors.<br>1.4.5 The student will take notes on important information when reading content area materials.<br><br>***Homework and Assignments***<br>1.2.1 The student will record all homework and school assignments in a school planner or assignment book (or digital equivalency).<br>1.2.8 The students will turn in long-term projects on time.<br>1.2.12 The student will consistently hand in completed assignments on time.<br><br>**CASEL 5- CORE COMPETENCIES**<br>SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.<br><br>RESPONSIBLE DECISION-MAKING<br>The abilities to make caring and constructive choices about personal | An organized environment/work area is instrumental to successful work completion and studying.<br><br>Recording and tracking progress on daily and long-term assignments in the agenda/or on a digital planner is critical to task completion. | Create a list of key components of a successful study area with important materials needed.<br>Record assignments for classes daily.<br><br>Refer to the agenda/digital planner as a resource to complete assignments. |
| | Prioritizing assignments and using time management skills supports the timely completion of tasks.<br><br>The organization of binders, folders, notebooks, digital learning materials (Teams, Genesis, OneNote, etc.) following class requirements will support organization for each subject area.<br><br>Note-taking strategies support the learning process and support effective communication. | Prioritize assignments based on due dates and degree of difficulty.<br><br>Follow assignments posted digitally on Teams and monitor Genesis regularly.<br><br>Utilize calendars and information pages (print and technology) as needed.<br><br>Organize binders per class requirements and/or individualized strategies.<br><br>Organize and reference digital materials for their classes. |

**Unit I: Organizational Skills and Note Taking Strategies**

| | | |
|---|---|---|
| behavior and social interactions across diverse situations. | | Determine valuable information, take notes, and participate in classroom discussions. |
| | | Identify and use note-taking strategies. |
| | | Take notes from printed materials, oral and visual presentations. |
| | | Decipher and take notes on essential information while reading content area material. |
| | | Distinguish between essential and non-essential information. |
| | | Use class notes as a study aid (review, organize and re-write). |
| | | Apply various techniques (i.e. graphic organizers, abbreviations, highlighting, outlining). |
| | It is important to create realistic and attainable goals to achieve success. | Persevere by monitoring progress, sustaining progress, and analyzing how current decisions may impact goal achievement. |
| | | Anticipate possible barriers to the achievement of a goal and identify ways to overcome them. |

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## Unit I: Organizational Skills and Note Taking Strategies

|  | Identifying strengths and weaknesses contributes to successful goal attainment. | Use their relative strengths to meet their personal and academic goals.<br><br>Set priorities in building on strengths and identifying areas for improvement. |
|---|---|---|
|  | **VOCABULARY:** Time management, prioritizing, agenda<br><br>**KEY TERMS:** TEAMS, OneDrive, OneNote, student email, agenda |  |

**ASSESSMENT EVIDENCE: Students will show their learning by:**
- Maintaining an agenda (written or electronic)
- Teacher observation and individual conferencing
- Turning in long-term and short-term assignments on time
- Self-reflection and goal setting
- Checklists

**KEY LEARNING EVENTS AND INSTRUCTION:**
- Mini lessons (Suggested topics: Keeping an agenda, organizing binders/class materials, monitoring Genesis and Teams, note taking, goal setting, time management, prioritizing assignments)

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## Unit I: Organizational Skills and Note Taking Strategies

| SUGGESTED TIME ALLOTMENT | 6 weeks/ongoing |
|---|---|
| SUPPLEMENTAL UNIT RESOURCES | Taking Notes: Crash Course Study Skills #1- https://www.youtube.com/watch?v=E7CwqNHn_Ns |
| | 6 Strategies for Taking High-Quality Notes- 6 Strategies for Taking High-Quality Notes \| Edutopia |
| | How To Take Study Notes: 5 Effective Note Taking Methods- How To Take Study Notes: 5 Effective Note Taking Methods (oxfordlearning.com) |
| | Apps for Teens Who Struggle With Organization |
| | Apps for Teens \| Getting and Staying Organized \| Understood - For learning and thinking differences |
| | Organization Skills- How to Help Your High School Student Get Organized (verywellfamily.com) |
| | Organizational Skills for Kids with ADHD: Tips for School- Organizational Skills for Kids with ADHD: Tips for School (additudemag.com) |
| | Crash Course video on Planning and Organization |
| | Planning & Organization: Crash Course Study Skills #4 - YouTube |

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## Unit II: Learning Strategies and Supports

**TRANSFER:** Students will be able to advocate independently for their individual academic, physical, behavioral, and emotional needs.

| STANDARDS / GOALS: | ENDURING UNDERSTANDINGS | ESSENTIAL QUESTIONS |
|---|---|---|
| **NJ IEP Goal Bank Version 11**<br>1.2 The student will complete homework and classroom assignments for all classes.<br>1.3 The student will learn new learning strategies (e.g., how to remember material) and demonstrate these strategies when completing class assignments, projects or tests.<br>1.7 The student will maintain attention on task during class lessons and assignments in order to complete assignments on time on a daily basis across all academic settings.<br><br>**CASEL 5- CORE COMPETENCIES**<br>SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. | Self-advocacy is an important quality of a successful and independent learner. | • How can you advocate for yourself in the classroom? |
| | Students' understanding of personal learning preferences and how strategies can lead to the development of effective studying/learning practices. | • How can the identification of learning preferences benefit your study/learning habits? |
| | Students must recognize the skills needed to be academically successful in all content areas. | • How do you demonstrate academic proficiency across content areas? |
| | To be independent learners, students must recognize their own strengths and weaknesses and use them to be successful. | • What reflective practices allow you to become successful? |
| | Effective communication is essential to creating a positive and constructive community. | • What constitutes effective verbal and nonverbal communication? |
| | **KNOWLEDGE**<br>**Students will know:** | **SKILLS**<br>**Students will be able to:** |
| | Self-advocacy is an important tool to support academic success. | Self-assess needs and seek support when necessary. |

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## Unit II: Learning Strategies and Supports

| | | |
|---|---|---|
| SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. | Listening critically and engaging in meaningful discussions foster academic success. | Actively listen in the classroom by answering questions, taking notes, and engaging in discussion using accountable talk strategies. |
| RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. | There are various learning strategies that can be implemented to support academic success. | Describe the strengths and weaknesses of specific learning preferences. |
| | Teacher expectations, classroom procedures and requirements vary in different settings. | Choose specific strategies that support learning preferences academically. |
| RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. | Utilizing individualized accommodations /modifications can be one of the methods to ensure academic success in all education settings. | Review content information as necessary to enhance understanding. |
| | | Identify and utilize the most effective accommodation/modification at the appropriate time to complete academic work. |
| | | Evaluate the usefulness of the accommodation/modification and know when it is no longer needed. |
| | Distinguishing and interpreting emotions appropriately is essential to effective communication. | Utilize a variety of strategies for managing their emotions. |
| | | Analyze how thoughts and emotions affect decision making and responsible behavior. |

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## Unit II: Learning Strategies and Supports

|  | | |
|---|---|---|
|  | **VOCABULARY:** Evaluate, identify, compare, contrast, monitor, advocate<br><br>**KEY TERMS:** Auditory, visual, kinesthetic, learning modalities, accommodations, modifications |  |

**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Student self-reflection
- Individual conferencing with teacher
- Learning preferences inventory/survey
- Setting academic goals
- Completing checklists
- Monitoring Genesis and Teams regularly
- Completing assignments and assessments on time
- Awareness of support system

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Mini-lessons (Suggested topics: Understanding your IEP, self-advocating, goal setting, creating checklists, navigating Teams and Genesis)

| SUGGESTED TIME ALLOTMENT | 5 weeks/ongoing |
|---|---|
| SUPPLEMENTAL UNIT RESOURCES | Graphic Organizers |

| | Study Skills & Evidence-Based Learning Strategies-<br>https://www.youtube.com/watch?v=d7viLjsHruY |
|---|---|
| | Individual IEPs |
| | STEPS: Understanding your IEP- STEPS: Understanding Your IEP - YouTube |
| | What is an IEP?- https://www.youtube.com/watch?v=XFk_B_Njxqo |

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# Unit III: Math Skills and Strategies

**TRANSFER:** Students will be able to independently apply appropriate and effective math strategies to solve complex problems.

| STANDARDS / GOALS: | ENDURING UNDERSTANDINGS | ESSENTIAL QUESTIONS |
|---|---|---|
| **NJ IEP Goal Bank Version 11**<br>14.117 The student will interpret the structure of expressions, with prompting and support. | Computational fluency means understanding the appropriate and precise use of numerical operations. | • What makes a computational strategy both effective and efficient? |
| 14.118 The student will write expressions in equivalent forms to solve problems, with prompting and support. | Reasoning and problem-solving skills are essential to solving complex and real-world problems in math. | • What are effective reasoning and problem-solving strategies that can be utilized in math class? |
| 14.123 The student will demonstrate understanding of solving equations as a process of reasoning, with prompting and support. | Problems can often be solved using various ways and choosing an appropriate or the most efficient method is essential. | • How do you choose an appropriate or most effective/efficient method for solving a specific problem or type of problem? |
| | **KNOWLEDGE**<br>**Students will know:** | **SKILLS**<br>**Students will be able to:** |
| 14.135 The student will construct and compare models to solve problems, with prompting and support. | Reasoning and problem-solving skills can be utilized to solve math problems and real-world applications.<br><br>Various problem-solving methods exist and can be utilized to solve problems. | Identify and use an appropriate method for solving a specific problem, type of problem, or a real-world application.<br><br>Choose an appropriate or the most effective/efficient method for solving a problem. |

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## Unit III: Math Skills and Strategies

| | | |
|---|---|---|
| 14.136 The student will reason quantitatively and use units to solve problems, with prompting and support.<br><br>**New Jersey Student Learning Standards for Mathematics- High School**<br>HS.A-SSE.A1. Interpret expressions that represent a quantity in terms of its context.<br><br>HS.A-SSE.B3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.<br><br>HS.A-REI.A. Understand solving equations as a process of reasoning and explain the reasoning.<br><br>HS.F-BF.A. Build a function that models a relationship between two quantities<br><br>HS.N-Q.A. Reason quantitatively and use units to solve problems. | Applying basic computational skills and appropriate numerical operations is instrumental to solving more complex problems and real-world applications. | Use computational skills and appropriate numerical operations to solve problems and real-world applications. |
| | **VOCABULARY:** Expression, equation, function, inverse<br><br>**KEY TERMS:** Operations, modeling, applications | |

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# Unit III: Math Skills and Strategies

<table>
<tr>
<td colspan="2">
<p><strong>ASSESSMENT EVIDENCE: Students will show their learning by:</strong></p>
<ul>
<li>Using appropriate strategies/methods to solve a range of problems (teacher observation)</li>
<li>Application of computational and problem-solving skills to real-world situations</li>
<li>Completion of math homework and assignments</li>
</ul>
<p><strong>KEY LEARNING EVENTS AND INSTRUCTION:</strong></p>
<ul>
<li>Individual conferences</li>
<li>Small group instruction</li>
</ul>
</td>
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<tr>
<td><strong>SUGGESTED TIME ALLOTMENT</strong></td>
<td>5 weeks/ongoing</td>
</tr>
<tr>
<td><strong>SUPPLEMENTAL UNIT RESOURCES</strong></td>
<td>
Delta Math- DeltaMath<br>
Khan Academy- Khan Academy | Free Online Courses, Lessons & Practice<br>
Real world application example- Pay It Forward 2000 - YouTube<br>
IXL- IXL | Math, Language Arts, Science, Social Studies, and Spanish
</td>
</tr>
</table>

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## Unit IV: Reading and Writing Strategies

**TRANSFER:** Students will be able to independently apply reading and writing strategies in order to be successful in the academic setting.

| STANDARDS / GOALS: | ENDURING UNDERSTANDINGS | ESSENTIAL QUESTIONS |
|---|---|---|
| **NJ Student Learning Anchor Standards for Reading and Writing for grades 9-12**<br><br>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.<br><br>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.<br><br>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | Implementing reading strategies helps a reader to process and retain information across curricula texts. | • What are reading strategies? |
| | Developing strong writing and research skills will enable a learner to have a deeper understanding of the content. | • How do writing and research strategies enable students to strengthen their writing? |
| | Proper formatting and citation for writing essays and research papers is a skill needed to organize one's thoughts clearly and concisely. | • What are the components of a formal paper? |
| | **KNOWLEDGE**<br>**Students will know:** | **SKILLS**<br>**Students will be able to:** |
| | A variety of reading strategies (re-reading, annotating, using context clues, and self-monitoring etc.) can be implemented to assist in breaking down a text and in the comprehension of a text.<br><br>Writing a paragraph and/or essay using TAG, thesis, topic sentences, supporting evidence, | Identify or describe a variety of reading strategies.<br><br>Annotate text to understand the main ideas and relevant details to make sense of the text.<br><br>Use context clues to define new vocabulary found in text. |

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## Unit IV: Reading and Writing Strategies

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|---|---|---|
| NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.<br><br>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | and proper formatting are expectations in the content area classes.<br><br>Paraphrasing and using direct quotes to avoid plagiarism leads to effective writing skills. | Self-monitor understanding of independent reading and respond accordingly.<br><br>Select the appropriate strategy necessary to comprehend the text.<br><br>Discuss main ideas using paraphrasing techniques.<br><br>Write a properly formatted essay or research paper.<br><br>Use research skills and paraphrase with proper citation. |
| NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed<br><br>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.<br><br>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information | **VOCABULARY:** annotate, comprehend, context clues, text, fiction, non-fiction, informational text, text format, text features, primary resource, secondary resource, claim, evidence, reasoning, topic sentence, thesis, introduction, body paragraph, conclusion, works cited, paraphrase, colloquial language, MLA format, compare, contrast, analyze, summarize | |

**Unit IV: Reading and Writing Strategies**

| | | |
|---|---|---|
| clearly and accurately through the effective selection, organization, and analysis of content.<br><br>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.<br><br>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br><br>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.<br><br>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | **KEY TERMS:** central idea, prefix, suffix, root words, climax, sequence, perspective, bias | |

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## Unit IV: Reading and Writing Strategies

| | | |
|---|---|---|
| | | |

**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Annotating accurately
- Applying different reading strategies
- Identifying evidence within text
- Summarizing passages (verbal or written)
- Discussing their reading
- Applying vocabulary
- Writing a formal essay or research paper

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Mini Lessons (i.e. how to use immersive reader, thesis development, formatting an essay, citing evidence, plagiarism, proper grammar, how to annotate, summarizing techniques, visualization, making connections in text, making inferences, evaluating a text)

| | |
|---|---|
| **SUGGESTED TIME ALLOTMENT** | 5 weeks/ongoing |
| **SUPPLEMENTAL UNIT RESOURCES** | www.newsela.com for online reading of informational text (Leveled to individual needs) |
| | www.LexiaLearning.com |
| | www.crashcourse.com |
| | The New York Times Upfront \| Current Events for Grades 9-12 (scholastic.com) |
| | Learning Ally |
| | Audio Books |
| | Immersive reader- All about the Immersive Reader - Microsoft Educator Center |
| | The Basics of Essay Writing  https://youtu.be/UuOWNNvupik |

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## Unit IV: Reading and Writing Strategies

|  | Plagiarism (10) Plagiarism by Shmoop - YouTube |
|---|---|
|  | Commonlit CommonLit \| Free Reading Passages and Literacy Resources |
|  | Essay Structure  https://youtu.be/6PnsKg7hkIo |
|  | The Power of Reading Ted Talk |

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## Unit V: Assessment Strategies

| | | |
|---|---|---|
| **TRANSFER:** Students will be able to independently set goals and implement useful strategies to transfer learning. | | |
| **STANDARDS / GOALS:** | **ENDURING UNDERSTANDINGS** | **ESSENTIAL QUESTIONS** |
| **NJ IEP Goal Bank Version 11**<br>1.6.1 The student will review tests (e.g. review entire test, note difficult questions to be completed last) prior to beginning the test and decide how to divide the time needed for each section. | Test taking strategies assist students in preparing for content area assessments and comprehensive testing. | • How can you build learning stamina? |
| | Self-reflection can improve future performance. | • Why is it important to evaluate and reflect on test results? |
| 1.6.2 The student will identify and use clue words within the body of a test to assist in answering questions correctly.<br>1.6.3 The student will apply the test-taking strategy of saving difficult items until last.<br>1.6.4 The student will apply the test-taking strategy of eliminating obviously wrong answers.<br>1.6.5 The student will apply the test-taking strategy of systematically narrowing choices.<br>1.6.8 During an essay test, the student will allocate time for brainstorming, mapping, writing and proofreading within the allotted timeframe for the test. | Test-taking strategies can alleviate anxiety.<br>Creating realistic and attainable goals is key to achieving academic success. | • Why is it essential to prepare for different types of tests? |

**Unit V: Assessment Strategies**

| | | |
|---|---|---|
| 1.6.10 The student will review test answers to ensure that all answers are recorded accurately.<br>1.6.11 The student will reread portions of a selection to verify answers to specific questions.<br>1.6.12 The student will arrange for special needs or accommodations for tests without the<br>intervention of a teacher.<br>1.6.13 The student will identify and describe strategies to use to reduce test anxiety (e.g., self-talk, review test before starting, breathe deeply) prior to the administration of the test.<br>1.6.14 The student will be able to identify/convey any test modifications needed to take tests and communicate them with adults.<br><br>**NJ IEP Goal Bank Version 11**<br>1.2 The student will complete homework and classroom assignments for all classes.<br>1.3 The student will learn new learning strategies (e.g., how to remember material) and demonstrate these strategies when completing class assignments, projects or tests. | | |

# Randolph Township Schools
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# Unit V: Assessment Strategies

| | | |
|---|---|---|
| 1.7 The student will maintain attention on tasks during class lessons and assignments in order to complete assignments on time on a daily basis across all academic settings.<br><br>**CASEL 5- CORE COMPETENCIES**<br>SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.<br><br>SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. | | |
| | **KNOWLEDGE**<br>**Students will know:** | **SKILLS**<br>**Students will be able to:** |
| | There are various test-taking strategies that can be utilized in numerous settings. | Identify specific test–taking strategies (eliminate answer choices, highlight key words and follow a given set of directions, etc.). |

## Unit V: Assessment Strategies

<table>
<tr>
<td></td>
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<td>Decide which strategies to utilize when taking assessments.<br><br>Maintain focus and stamina during test taking.</td>
</tr>
<tr>
<td></td>
<td>Different study strategies can be utilized to prepare for assessments.<br><br><br>**VOCABULARY:** perseverance, stamina, preparation, results, reflect<br><br><br>**KEY TERMS:** multiple choice, open ended, short answer, fill in the blank, essay, extended response, constructed response</td>
<td>Self-monitor stress levels and implement strategies to reduce test anxiety.</td>
</tr>
</table>

**ASSESSMENT EVIDENCE: Students will show their learning by:**
- Verbal recall of strategies
- Reviewing Genesis gradebook

**Unit V: Assessment Strategies**

- Reflecting on past performance
- Taking Formative/Summative Assessments
- Submitting Exit Tickets
- Completing teacher observation checklists
- Completing study tools (flashcards, study guides, etc.)

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Review different key terms for test taking
- Provide time to practice for standardized tests
- Lessons on essay tests- allotting time
- Lessons on math tests
- How to complete a study guide
- How to review guided notes

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| **SUGGESTED TIME ALLOTMENT** | 5weeks/ongoing |
| **SUPPLEMENTAL UNIT RESOURCES** | How to allot time for essay writing (10) Timed Essay Strategies - YouTube |
| | Test Taking Strategies https://youtu.be/hY7AqwtlVD0 |
| | Multiple Choice Tips: https://youtu.be/Q1y8c_MZYvE |
| | Study Less, Study Smart: https://youtu.be/23Xqu0jXlfs |
| | Crash Course, Test Anxiety: https://youtu.be/t-9cqaRJMP4 |
| | Math test taking- (101) Do You Have Math Anxiety? - YouTube |

# Randolph Township Schools
# Randolph High School
# Grades 9-12 Study Skills Curriculum

## Unit VI: Technology Literacy and Research Skills

**TRANSFER:** Students will be able to effectively communicate and research for different purposes and varied audiences using appropriate media.

| STANDARDS / GOALS: | ENDURING UNDERSTANDINGS | ESSENTIAL QUESTIONS |
|---|---|---|
| **NJ IEP Goal Bank Version 11**<br>1.5.14 The student will use computer software (e.g. electronic encyclopedia) to research and locate topics requested by the teacher.<br>1.5.15 The student will use a computer via the Internet to research (e.g. Google) and locate information topics requested by the teacher.1.5.17<br>1.5.18 The student will use a computer and additional technology such as the Internet for locating and reviewing teacher or self-selected topics.<br>1.5.22 The student will independently select and define a topic to research.<br>3.173 When asked to research a question, the student will locate and take notes on relevant | Technology is used as a resource for student learning across the curriculum. | • How can technology enhance learning? |
| | Being able to evaluate reliable sources of online information to support academic learning is a necessity. | • How can you evaluate credible sources? |
| | It's important to be able to manipulate online platforms and communicate with peers and teachers appropriately. | • How can you communicate through technology? |
| | Researching a topic and using reliable information is a lifelong skill that leads to a greater understanding of the world around us. | • What is the benefit of research? |
| | **KNOWLEDGE**<br>**Students will know:** | **SKILLS**<br>**Students will be able to:** |
| | Students have an ethical responsibility to use digital tools appropriately and follow digital citizenship guidelines. | Navigate through digital media to determine credible sources. |

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| information from print or electronic sources, evaluate the credibility and accuracy of sources, quote or paraphrase carefully to avoid plagiarism and use a standard citation format to create a written summary, and generate additional related questions for further development of the research utilizing a writing rubric to document and quantify.<br><br>3.178 When asked to research a question, the student will locate and take notes using a graphic organizer on relevant information from print or electronic sources and evaluate the credibility and accuracy of sources.<br><br>3.179 When asked to research a question, the student will quote or paraphrase carefully to avoid plagiarism, use a standard citation format in a written summary, and generate additional related questions for further development of the research utilizing a writing rubric to document and quantify. | There are a variety of technological tools that can be utilized for academic success.<br><br>Using specific technology can support individual strengths and weaknesses.<br><br>Using online voice appropriately can create positive change. | Model appropriate online behaviors.<br><br>Identify the impact of unethical use of digital tools.<br><br>Utilize strategies that enable digital safety.<br><br>Use technology and social media appropriately.<br><br>Select and use the best technological tool for a specific academic assignment.<br><br>Create appropriate online communications using various digital platforms.<br><br>Use technology to support self-advocacy.<br><br>Utilize digital platforms to create collaborative work. |

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| **NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills**<br><br>9.4.2.DC.1: Explain differences between ownership and sharing of information.<br>9.4.2.DC.2: Explain the importance of respecting digital content of others.<br>9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).<br>9.4.2.DC.4: Compare information that should be kept private to information that might be made public.<br>9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2. GeoGI.2, 6.1.2. HistorySE.3, W.2.6, 1-LSI-2).<br>9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).<br>9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital | **VOCABULARY:** valid, reliable, relevant, credible, ethical, unethical, bias<br><br><br>**KEY TERMS:** digital media, plagiarism | |

## Unit VI: Technology Literacy and Research Skills

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| tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2). | | |
| 9.4.5.DC.1: Explain the need for and use of copyrights. | | |
| 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media. | | |
| 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). | | |
| 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). | | |
| 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1). | | |
| 9.4.2.TL.2: Create a document using a word processing application. | | |
| 9.4.2.TL.3: Enter information into a spreadsheet and sort the information. | | |
| 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. | | |
| 9.4.2.TL.5: Describe the difference between real and virtual experiences. | | |

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| 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.). <br> 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole. <br> 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. <br> 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8). <br><br> **CASEL 5- CORE COMPETENCIES** <br> RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. | | |

**ASSESSMENT EVIDENCE: Students will show their learning by:**
- Accessing TEAMS and completing assignments for each class in a timely fashion
- Communicating with teachers and peers through student email (i.e. sharing documents, collaborating on assignments, asking questions, and communicating)
- Monitoring Genesis daily

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| <ul><li>Accessing the Media Center programs (Ebscohost) for research purposes</li><li>Using proper citation where appropriate</li></ul><br>**KEY LEARNING EVENTS AND INSTRUCTION:**<ul><li>Navigating TEAMS (i.e. locating assignments, submitting assignments, responding to chat messages, monitoring posts, exhibiting appropriate citizenship)</li><li>Navigating One Drive and student email</li><li>Uploading and attaching documents in TEAMS</li><li>Utilizing the Media Center</li><li>Using Easybib or other citation sources to cite evidence within a text</li></ul> | |

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| **SUGGESTED TIME ALLOTMENT** | 5 weeks/ongoing |
| **SUPPLEMENTAL UNIT RESOURCES** | <ul><li>Safari Montage: Study Skills Playlist (Evaluating Sources)</li><li>Who Can You Trust? Crash Course Navigating Digital Information #4- Crash Course</li><li>Citation- http://www.easybib.com/mla-format/website-citation http://www.citationmachine.net/ http://www.citefast.com/</li><li>MLA- MLA Formatting and Style Guide // Purdue Writing Lab</li><li>MLA Format: Everything You Need to Know Here (easybib.com)</li></ul> |

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## Unit VII: Transition

**TRANSFER:** Students will be able to independently use their learning to successfully navigate RHS, the community, and beyond while respecting social and cultural norms.

| STANDARDS / GOALS: | ENDURING UNDERSTANDINGS | ESSENTIAL QUESTIONS |
|---|---|---|
| **2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills**<br>9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.<br>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.<br>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.<br>9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, | Change requires adaptation within school and in life in order to be successful. | • What adaptations are needed when you are transitioning to a new environment? |
| | Transitioning from different stages in life requires setting new attainable goals. | • How do you set and track realistic personal and educational goals? |
| | Academic achievement has an impact on future endeavors. | • How does your academic achievement and learning translate into future academic and life goals? |
| | Self-awareness and self-determination lead to appropriate decision-making and success. | • How can personal choices affect one's future and lifestyle? |
| | Recognize, accept, and respect the differences in others. | • How can we create an environment that encourages the inclusion of others? |
| | It is important to resist negative influences and be a role model to others. | • How can students model positive behaviors that are reflective of society's cultural norms? |
| | **KNOWLEDGE**<br>**Students will know:** | **SKILLS**<br>**Students will be able to:** |

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## Unit VII: Transition

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| state, and national levels to maintain compliance with industry requirements in areas of career interest.<br>9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.<br>9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them<br><br>**NJ IEP Goal Bank Version 11**<br>9.50.1 The student will develop a resume with category names (e.g., education, employment, references)<br>9.57.1 The student will demonstrate and accept responsibility for his independence and activities of daily living.<br>9.57.3 The student will identify and ask for accommodations necessary to ensure equal access and full participation in post-school education and/or employment settings. | Preparing for transitions and being adaptable results in opportunities for success.<br><br>Good citizenship is required to participate in the 21$^{st}$ Century as active members of a local and global community.<br><br>Setting transition goals for oneself leads to improved academic and post-secondary preparedness.<br><br>Utilizing problem solving strategies in anticipation of potential challenges reduces anxiety and fosters academic success.<br><br>*9th Grade:*<br>Understanding the layout of the high school building and where faculty and classrooms are located is essential. | Anticipate possible changes, identify necessary modifications, and adapt their behaviors or actions to be successful both academically and in their future lives.<br><br>Utilize 21$^{st}$ Century skills to positively contribute to and benefit both local and global communities.<br><br>Set personal goals and establish an effective timeline to work towards each one<br><br>Apply problem solving skills to overcome challenges on a regular basis.<br><br>Self-reflect on current performance and progress towards goals.<br><br>*9th Grade:*<br>Navigate from class to class throughout the RHS building. |

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# Unit VII: Transition

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| 9.57.4 The student will describe his rights and responsibilities under disability legislation (such as IDEA, ADA, 504) | Reading and following a block schedule to arrive at classes on the correct day and time will support academic success. | Follow a schedule of classes in a block schedule configuration. |
| 9.57.6 The student will demonstrate skills to access community resources and participate in the community with and without support (recognizing the need for independence). | Maintaining classroom requirements and monitoring academic performance will lead to future academic success. | Evaluate performance in classes through Genesis, teacher contact, and TEAMS to maximize success. |
| 10.1 The student will identify and research vocational preferences, interests and aptitudes by using vocational assessments, informal interviews, computer software and/or reference materials (e.g., Occupational Outlook Handbook, Dictionary of Occupational Titles, Internet sites). | Consulting faculty members and staff, when necessary, contributes to a successful academic experience.<br><br>*10th-12th Grade:* | Identify and locate appropriate adults to seek out for support of academic, emotional, and physical needs.<br><br>*10th-12th Grade:* |
| 10.2 The student will research, analyze, and explore the requirements of their preferred occupation by completing tasks. | Creating a resume, cover letter, securing working papers and completing job applications are necessary skills to compete in the real world. | Prepare a personal resume.<br><br>Complete real job applications, supplying all the required information. |
| 10.4 The student will participate in situational assessments to explore different vocational careers of interest (e.g. retail, clerical, animal care, food service). | Preparing oneself for the work force is important for continued success. | Respond verbally to typical interview questions. (i.e. role-playing) |
| 10.6 The student will complete tasks related to applying for employment. | **College Readiness** | |

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## Unit VII: Transition

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| 10.8 The student will complete tasks related to job interviewing<br><br>**CASEL 5- CORE COMPETENCIES**<br>SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.<br><br>SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.<br><br>RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.<br><br>RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. | Completing and submitting necessary documents for the college application process in a timely fashion is required. | Gather information to secure teacher recommendations.<br><br>Explore the *Common Application* for college applications. |
| | **VOCABULARY:** Transitions, realistic, attainable, anticipate, working papers, resume, cover letter, interview, opportunities, career<br><br>**KEY TERMS:** Block schedule, electives, vo-tech, credits, core courses, clubs/activities, applications | |

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| SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. | | |

**ASSESSMENT EVIDENCE: Students will show their learning by:**
- Setting short- and long-term goals regularly
- Completing a weekly Self-monitoring monitoring checklist
- Verbal and written responses during mini-lessons or class discussions

*9th Grade:*
- Transitioning to high school successfully
- Adhering to new rules/expectations in high school
- Completing and submitting assignments regularly
- Utilizing Naviance
- Exploring Vo-tech and other options

*10th-12th Grade:*
- Writing a resume and/or cover letter
- Rehearse job interviewing skills
- Researching and exploring post-secondary options
- Completing the requirements for obtaining teacher recommendations

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## Unit VII: Transition

**KEY LEARNING EVENTS AND INSTRUCTION:**
- Mini lessons (Suggested topics: realistic goal setting, self-reflection, effective problem solving, resume/cover letter writing, college readiness)
- Discussion/video presentation for vo-tech
- Support when planning future schedules
- Mentor/pairing under classmen with an upper classman peer

| SUGGESTED TIME ALLOTMENT | 5weeks/ongoing |
| --- | --- |
| SUPPLEMENTAL UNIT RESOURCES | Teens talk about the transition from Middle to High School. <br><br> Moving up: Making the transition from middle to high school <br><br><br> Transition from high school to college <br> The Middle- How not to interview <br><br><br> How to write a WINNING Resume |