



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Study Skills

Grade 6

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Approved by the Midland Park Board of Education on
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Study Skills 6 Curriculum Overview

Study Skills 6 is designed to assist sixth grade students with transition into middle school. This course will provide students with the skills and techniques that will enable them to become more strategic learners. More specifically, students will focus on developing organizational, time management, and note-taking skills as well as study, content reading and test-taking strategies. Students will have the opportunity to improve their Language Arts grammar, usage, and mechanics knowledge and reinforce their basic Math facts. In addition to strengthening these various skills, students will also develop a deeper understanding of the connection between various learning strategies and their academic performance, strengthening their ability to acquire independent learning skills.

Suggested Course Sequence:

Unit 1: Organization: 1-2 Weeks

Unit 2: Time Management: 1-2 Weeks

Unit 3: Study Strategies: 2-3 Weeks

Unit 4: Develop Note Taking Skills: 2-3 Weeks

Unit 5: Test-Taking Strategies: 1-2 Weeks

Unit 6: Reinforcement of Language Arts Skills: 36 Weeks

Unit 7: Reinforcement of Math Skills: 36 weeks

Prerequisite: None

Unit Overview

Content Area: Study Skills 6

Unit Title: Organization

Grade Level: Grade 6

Unit Summary: In this unit, students will develop organizational skills to improve their success in their content area classes.

Interdisciplinary Connections: Core Content Areas - Mathematics, English, Science, Social Studies, Health, Exploratory Electives

21st Century Themes and Skills:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

NJ Learning Targets

Standards: NJ CCCS

CPI#: 9.1.8.A.1	Statement: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
CPI#: 9.1.8.A.2	Statement: Implement problem-solving strategies to solve a problem in school or the community.
CPI#: 9.1.8.B.1	Statement: Use multiple points of view to create alternative solutions.
CPI#: 8.1.8.A.1 (technology)	Statement: Demonstrate knowledge of a real world problem using digital tools.
CPI#: 8.1.8.A.3 (technology)	Statement: Use and/or develop a simulation that provides an environment to solve real world problem or theory.
CPI# 9.1.8.C.3	Statement: Model leadership skills during classroom and extracurricular activities.

Unit Essential Question(s):

- How can I organize my homework, materials, and study space to make the best use of my study time?
- How is learning impacted by past experiences?
- Is success directly related to organization?

Unit Enduring Understandings:

- Students will understand that their experiences in elementary school have influence their learning.

	<ul style="list-style-type: none"> ● Students will understand that their success in the middle school is directly related to their organizational skills 		
<p>Unit Learning Targets/Objectives:</p> <p><i>Students will</i></p> <ul style="list-style-type: none"> ● Bring appropriate materials (textbooks, notebooks, chromebook, etc.) to content area and study skills classes ● Record daily homework, upcoming assessments and long term assignments/projects into a student planner including due dates. ● Bring home essential materials to complete daily assignments. ● Organize content area notebooks according to teacher specifications. ● Follow oral and written directions. ● Utilize self-advocacy skills to seek teacher assistance when encountering difficulty with content. ● Hand in required coursework on time. 			
<p style="text-align: center;">Evidence of Learning</p>			
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Teacher Observations/Questioning ● Self-Reflections ● Checklists ● Self and Peer Assessments ● Student Record Keeping ● Goal Setting <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> ● Progress Reports ● Report Cards <p>Resources/Materials (copy hyperlinks for digital resources):</p>			
<p>Modifications:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> ● Special Education Students <ul style="list-style-type: none"> ○ Redirect attention ○ Rephrase, repeat directions ○ Use visual cues ○ Allow additional processing time ○ Break down tasks into manageable units ○ Differentiate activities/assignments ○ Supplement auditory materials with visual aids ○ Have students verbalize steps of task before proceeding ○ Repetition and review of previously learned material </td><td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> ● At-Risk Students <ul style="list-style-type: none"> ○ Consult with Guidance Counselors and follow all I&RS procedures and action plans ○ Consult with classroom teacher(s) for specific behavioral interventions. ○ Provides rewards and incentives as necessary ○ Assist student in accepting strengths and weaknesses </td></tr> </table>		<ul style="list-style-type: none"> ● Special Education Students <ul style="list-style-type: none"> ○ Redirect attention ○ Rephrase, repeat directions ○ Use visual cues ○ Allow additional processing time ○ Break down tasks into manageable units ○ Differentiate activities/assignments ○ Supplement auditory materials with visual aids ○ Have students verbalize steps of task before proceeding ○ Repetition and review of previously learned material 	<ul style="list-style-type: none"> ● At-Risk Students <ul style="list-style-type: none"> ○ Consult with Guidance Counselors and follow all I&RS procedures and action plans ○ Consult with classroom teacher(s) for specific behavioral interventions. ○ Provides rewards and incentives as necessary ○ Assist student in accepting strengths and weaknesses
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☐ Encourage self-advocacy

• Gifted and Talented Students

• English Language Learners

- Assign a buddy, same language or English speaking
- Allow additional processing time for translation
- Encourage participation, but do not force it
- Break down complex tasks into manageable parts
- Promote class discussion

- Build on students' intrinsic motivations
- Have student "tutor" another student in the room

Lesson Plans

Lesson Name/ Topic	Lesson Objective(s)	Time frame (day(s) to complete)
1a	Learn how to navigate the school building and get to classes on time	September
1b	Become familiar with the daily bell schedule	September
1c	Become familiar with individual schedule	September
1d	Learn how to use a combination lock and manage time at locker	September
2a	Record and complete assignments in written/digital planner on a daily basis.	Ongoing throughout the school year.
2b	Use planner for personal schedule as well as school schedule	Ongoing throughout the school year.
3a	Set up notebooks according to teacher requirements	September
3b	Set up lab books, folders, portfolios	September
3c	Put papers away in notebook daily	Ongoing throughout the school year.
4a	Maintain an organized locker	Ongoing throughout the school year.
4b	Take home materials necessary for homework completion and studying	Ongoing throughout the school year.
4c	Create a designated work study area at home	Ongoing throughout the school year.

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

https://www.waytogori.org/images/ri/pdfs/rts/Facilitators_Guides/Grade_7/G7_Unit4_StudySkills.pdf

Unit Overview

Content Area: Study Skills 6

Unit Title: Time Management

Grade Level: Grade 6

Unit Summary: In this unit, will develop time management skills, make a study schedule, and establish a routine form completing various types of activities/assignments.

Interdisciplinary

Connections: Core Content Areas - Mathematics, English, Science, Social Studies, Health, Exploratory Electives

21st Century Themes and Skills: Life and Career Skills

Learning Targets

Standards: NJ CCCS

CPI#: 9.1.8.A.1	Statement: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
CPI#: 9.1.8.A.2	Statement: Implement problem-solving strategies to solve a problem in school or the community.
CPI#: 9.1.8.B.1	Statement: Use multiple points of view to create alternative solutions.
CPI#: 8.1.8.A.1 (technology)	Statement: Demonstrate knowledge of a real world problem using digital tools.
CPI#: 8.1.8.A.3 (technology)	Statement: Use and/or develop a simulation that provides an environment to solve real world problem or theory.
CPI# 9.1.8.C.3	Statement: Model leadership skills during classroom and extra-curricular activities.

Unit Essential Question(s):

- What does it mean to be an independent student?
- How do students effectively manage their time?
- How can I organize my homework, materials, and study space to make the best use of my study time?

Unit Enduring Understandings:

- Students will understand that the ability to manage their time effectively will enable them to become more independent learners.
- Students will understand that prioritizing assignments will enable them to complete their work in a timely manner.

Unit Learning Targets/Objectives:

Students will

- **Complete homework assignments in a timely manner.**
- **Prioritize assignments based on due dates and degree of difficulty.**
- **Organize blocks of time at home to complete daily homework, long term projects and study for assessments.**

Evidence of Learning

Formative Assessments:

- **Teacher Observations/Questioning**
- **Self-Reflections**
- **Checklists**
- **Self and Peer Assessments**
- **Student Record Keeping**
- **Goal Setting**

Summative/Benchmark Assessment(s):

- **Progress Reports**
- **Report Cards**

Resources/Materials (copy hyperlinks for digital resources):

Modifications:

- **Special Education Students**
 - Redirect attention
 - Rephrase, repeat directions
 - Use visual cues
 - Allow additional processing time
 - Break down tasks into manageable units
 - Differentiate activities/assignments
 - Supplement auditory materials with visual aids
 - Have students verbalize steps of task before proceeding
 - Repetition and review of previously learned material
 - Encourage self-advocacy
- **At-Risk Students**
 - Consult with Guidance Counselors and follow all I&RS procedures and action plans
 - Consult with classroom teacher(s) for specific behavioral interventions.
 - Provides rewards and incentives as necessary
 - Assist student in accepting strengths and weaknesses
- **Gifted and Talented Students**
 - Build on students' intrinsic motivations
 - Have student "tutor" another student in the room
- **English Language Learners**
 - Assign a buddy, same language or English speaking
 - Allow additional processing time for translation
 - Encourage participation, but do not force it
 - Break down complex tasks into manageable parts
 - Promote class discussion

Lesson Plans		
Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
1a	Keep track of how time is currently spent in a "Study Skills" daily activity log	Ongoing throughout the school year.
1b	Make a list of tasks to be completed	Ongoing throughout the school year.
1c	Break down bigger tasks into smaller steps	Ongoing throughout the school year.
1d	Prioritize assignments as "immediate," "short-term," and "long-term."	Ongoing throughout the school year.
1e	Utilize a daily to do list and a weekly schedule using their student planner or Google Calendar	Ongoing throughout the school year.
2a	Learn how to estimate time for various types of activities/assignments	Ongoing throughout the school year.
2b	Divide a study period into blocks of time for each class	Ongoing throughout the school year.
2c	Complete assignments/ homework within designated time	Ongoing throughout the school year.
3a	Anticipate upcoming due dates	Ongoing throughout the school year.
3b	Order homework according to the degree of difficulty, completing the easiest first	Ongoing throughout the school year.
3c	Organize blocks of time to complete activities/assignments	Ongoing throughout the school year.
3d	Identify distractions and ways to deal with distractions	Ongoing throughout the school year.
3e	Adapt to obstacles and stressful situations	Ongoing throughout the school year.
Teacher Notes:		

Additional Resources

Click links below to access additional resources used to design this unit:

https://www.waytogori.org/images/ri/pdfs/rts/Facilitators_Guides/Grade_7/G7_Unit4_StudySkills.pdf

Unit Overview

Content Area: Study Skills 6

Unit Title: Study Strategies

Grade Level: Grade 6

Unit Summary: In this unit, students will strengthen their study habits and develop strategies to improve success in their content area classes.

Interdisciplinary Connections: Core Content Areas - Mathematics, English, Science, Social Studies, Health, Exploratory Electives

21st Century Themes and Skills: Life and Career Skills

Learning Targets

Standards: NJ CCCS

CPI#: 6.SL.1a	Statement: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CPI#: 6.SL.1b	Statement: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CPI#: CCRA.SL.5	Statement: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
CPI#: SE.17.5	Statement: Improve study and organizational skills for success in the content areas.
CPI#: SE.17.6	Statement: Successfully complete mainstream coursework.
CPI#: 8.2.8.E.1 (technology)	Statement: Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.
CPI#: 8.1.8.E.1 (technology)	Statement: Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Unit Essential Question(s):

- Why is it important for students to develop study strategies?
- What study strategies are most effective for individual students?
- What can I do in class and at home to be successful in school?

Unit Enduring Understandings:

- Students will understand the importance of developing study strategies.
- Students will discover which study strategies coincide with their individual learning styles.

Unit Learning Targets/Objectives:

Students will

- Identify and record the key points of a lecture/presentation in an organized form.
- Identify the main ideas for a study guide, given class notes, handouts, assignments and textbook readings.
- Develop a study sheet using class notes, handouts, assignments and textbook readings.
- Extract relevant information from class notes, handouts, assignments and textbook readings to complete a study guide.??
- Describe the attributes of a successful student.
- Review and correct errors on assignments.
- Accurately copy written material.
- Rewrite and organize class notes into an organized format.
- Use listening skills to gather information and answer specific questions.
- Use memory techniques to study for assessments.
- Prepare for tests using appropriate materials and methods with teacher guidance.
- Follow oral and written directions.
- Take notes from reading material and class presentations.

Evidence of Learning

Formative Assessments:

- Teacher Observations/Questioning
- Self-Reflections
- Checklists
- Self and Peer Assessments
- Student Record Keeping
- Goal Setting

Summative/Benchmark Assessment(s):

- Progress Reports
- Report Cards

Resources/Materials (copy hyperlinks for digital resources):

Modifications:

- | | |
|---|--|
| <ul style="list-style-type: none"> ● Special Education Students <ul style="list-style-type: none"> ○ Redirect attention ○ Rephrase, repeat directions ○ Use visual cues ○ Allow additional processing time ○ Break down tasks into manageable units ○ Differentiate activities/assignments ○ Supplement auditory materials with visual aids ○ Have students verbalize steps of task before proceeding ○ Repetition and review of previously learned material | <ul style="list-style-type: none"> ● At-Risk Students <ul style="list-style-type: none"> ○ Consult with Guidance Counselors and follow all I&RS procedures and action plans ○ Consult with classroom teacher(s) for specific behavioral interventions. ○ Provides rewards and incentives as necessary ○ Assist student in accepting strengths and weaknesses ● Gifted and Talented Students |
|---|--|

- Encourage self-advocacy
- Build on students' intrinsic motivations
- Have student "tutor" another student in the room
- English Language Learners
 - Assign a buddy, same language or English speaking
 - Allow additional processing time for translation
 - Encourage participation, but do not force it
 - Break down complex tasks into manageable parts
 - Promote class discussion

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
1a	Identify attributes of a successful students	Ongoing throughout the school year.
1b	Identify positive work habits for personal success	Ongoing throughout the school year.
1c	Develop short-term and long-term academic and personal goals for the school year.	Ongoing throughout the school year.
2a	Compile a learning profile incorporating individual strengths and weaknesses.	Ongoing throughout the school year.
2b	Recognize and build on personal strengths	Ongoing throughout the school year.
2c	Understand personal learning style	Ongoing throughout the school year.
2d	Understand multiple intelligences	Ongoing throughout the school year.
2e	Develop self-advocacy skills with peers and authority figures	Ongoing throughout the school year.
3a	Improve concentration	Ongoing throughout the school year.
3b	Follow oral and written directions	Ongoing throughout the school year.
3c	Use various graphic organizers	Ongoing throughout the school year.
3d	Review and correct assignments and assessments	Ongoing throughout the school year.
3e	Review class notes	Ongoing throughout the school year.

3f	Develop a study sheet	Ongoing throughout the school year.
4a	Use memory techniques to retain course content	Ongoing throughout the school year.
4b	Use listening skills	Ongoing throughout the school year.
4c	Utilize note-taking skills	Ongoing throughout the school year.

Unit Overview

Content Area: Study Skills 6

Unit Title: Develop Note Taking Skills

Grade Level: Grade 6

Unit Summary: In this unit, students will develop effective note-taking skills.

Interdisciplinary Connections: Core Content Areas - Mathematics, English, Science, Social Studies, Health, Exploratory Electives

21st Century Themes and Skills: Life and Career Skills

Learning Targets

Standards: NJ CCCS

CPI#: CCRA.R.2	Statement: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CPI#: CCRA.R.5	Statement: 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.
CPI#: SE.17.4	Statement: Develop organizational skills.
CPI#: SE.17.5	Statement: Improve study and organizational skills for success in the content areas.
CPI#: 8.1.8.D.4 (technology)	Statement: Assess the credibility and accuracy of digital content.
CPI#: 8.1.8.E.1 (technology)	Statement: Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
Unit Essential Question(s): <ul style="list-style-type: none"> What are effective note-taking skills? Which note-taking skills do students need to be successful in their content area classes? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> Students will develop a variety of note-taking strategies to be utilized in their content area classes. 	

<ul style="list-style-type: none"> ● Which method of note-taking works best for me: outlining, mapping, Cornell, or is there another way? 	<ul style="list-style-type: none"> ● Students will identify which note-taking strategies suit their individual learning styles.
<p>Unit Learning Targets/Objectives: <i>Students will</i></p> <ul style="list-style-type: none"> ● Outline specific chapters from textbooks and online reading material. ● Interpret charts, graphs, and diagrams within a chapter of their mainstream books. ● Identify the main ideas in simple phrases, given a content specific reading. ● Discuss the main ideas, using paraphrasing techniques, with the skills teacher, given a content specific reading. ● Identify and use each part of a textbook or other reading resource (glossary, table of contents, and index). ● Use pre-reading strategies to identify the key points in a reading with teacher guidance. ● Identify the theme, topic sentences, supporting sentences and concluding statements when writing an essay. ● Extract relevant information from various readings to develop a summary. ● Locate and use specific information from a written source. 	
<p style="text-align: center;">Evidence</p>	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Teacher Observations/Questioning ● Self-Reflections ● Checklists ● Self and Peer Assessments ● Student Record Keeping ● Goal Setting <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> ● Progress Reports ● Report Cards <p>Resources/Materials (copy hyperlinks for digital resources):</p> <p>http://www.educationworld.com/a_lesson/lesson/lesson322.shtml</p> <p>http://blog.iat.com/2015/08/26/the-best-note-taking-strategies-for-students-teachers-and-experts-weigh-in/</p> <p>http://www.coolcatteacher.com/note-taking-skills-21st-century-students/</p> <p>http://www.scholastic.com/teachers/article/grades-6-8-activities-teach-note-taking</p>	
<p>Modifications:</p> <ul style="list-style-type: none"> ● Special Education Students <ul style="list-style-type: none"> ○ Redirect attention ○ Rephrase, repeat directions ○ Use visual cues ○ Allow additional processing time ● At-Risk Students <ul style="list-style-type: none"> ○ Consult with Guidance Counselors and follow all I&RS procedures and action plans ○ Consult with classroom teacher(s) for specific behavioral interventions. 	

- Break down tasks into manageable units
- Differentiate activities/assignments
- Supplement auditory materials with visual aids
- Have students verbalize steps of task before proceeding
- Repetition and review of previously learned material
- Encourage self-advocacy
- Provides rewards and incentives as necessary
- Assist student in accepting strengths and weaknesses
- Gifted and Talented Students
 - Build on students' intrinsic motivations
 - Have student "tutor" another student in the room
- English Language Learners
 - Assign a buddy, same language or English speaking
 - Allow additional processing time for translation
 - Encourage participation, but do not force it
 - Break down complex tasks into manageable parts
 - Promote class discussion

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
1	Identify and use information found in various parts of a textbook	Ongoing throughout the school year.
2a	Identify and paraphrase the main ideas of a given selection of text	Ongoing throughout the school year.
2b	Write the main idea of a selection and support with details	Ongoing throughout the school year.
2c	Locate information and answer questions from the text	Ongoing throughout the school year.
2d	Identify and define new vocabulary terms from text	Ongoing throughout the school year.
3	Read and interpret visual aids found in the text	Ongoing throughout the school year.
4	Create a concept map	Ongoing throughout the school year.
5a	Preview a reading selection using titles, topic headings, visual aids and questions	Ongoing throughout the school year.

5b	Utilize pre-reading strategies (identify a purpose for reading, make predictions, access prior knowledge)	Ongoing throughout the school year.
5c	Skim text and recognize words that identify text patterns (chronological order, order of importance, cause/effect)	Ongoing throughout the school year.
6a	Use various reading strategies for accessing text	Ongoing throughout the school year.
6b	Use visual/organizational strategies when reading difficult material	Ongoing throughout the school year.
6c	Ask questions and summarize to increase comprehension of text	Ongoing throughout the school year.
6d	Adjust reading rate for different purposes	Ongoing throughout the school year.
7	Make connections within text and between texts	Ongoing throughout the school year.

Unit Overview

Content Area: Study Skills 6

Unit Title: Test-Taking Strategies

Grade Level: Grade 6

Unit Summary: In this unit, students will learn how to prepare for tests, manage test anxiety, use time management strategies and answer various types of test questions.

Interdisciplinary Connections: Core Content Areas - Mathematics, English, Science, Social Studies, Health, Exploratory Electives

21st Century Themes and Skills: Life and Career Skills

Learning Targets

Standards: NJ CCCS

CPI#: SE.17.1 **Statement:** Develop test taking skills.

CPI#: SE.17.2	Statement: Develop note-taking skills.
CPI#: SE.17.5	Statement: Improve study and organizational skills for success in the content areas.
CPI#: 8.1.8.D.4 (technology)	Statement: Assess the credibility and accuracy of digital content.
CPI#: 8.1.8.E.1 (technology)	Statement: Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
<div> <div> Unit Essential Question(s): <ul style="list-style-type: none"> How will knowledge of the test format help to prepare students? Why is it important to use different test-taking strategies to prepare for various types of test questions? </div> <div> Unit Enduring Understandings: <ul style="list-style-type: none"> Students will understand how knowledge of the test format will be beneficial when preparing for an test. Students will understand that different test-taking strategies should be used when preparing for different types of test questions </div> </div>	
Unit Learning Targets/Objectives: <i>Students will</i> <ul style="list-style-type: none"> Use class notes, handouts, assignments and relevant readings to construct an outline of the major points to be covered on an assessment. Bring all necessary materials to study skills for review prior to an assessment. Prepare for essay questions by predicting the questions and writing out a well formed responses using notes, handouts and relevant readings. Prepare for short answer and multiple choice questions by creating and completing a practice test. Complete each area of a test given a set amount of time. Complete a formal assessment given a practice assessment (fill-ins, multiple choice, true/false, short answer and essay) Apply test taking strategies to objective and essay assessments. Interpret graphs, charts, diagrams and maps. 	
Evidence of Learning	
Formative Assessments: <ul style="list-style-type: none"> Teacher Observations/Questioning Self-Reflections Checklists Self and Peer Assessments Student Record Keeping Goal Setting 	
Summative/Benchmark Assessment(s): <ul style="list-style-type: none"> Progress Reports Report Cards 	
Resources/Materials (copy hyperlinks for digital resources): http://www.lakeview.misd.net/jefferson/PDF%20files/tsteststrategies.pdf http://www.scholastic.com/teachers/article/make-test-review-fun	

Modifications:

- Special Education Students
 - Redirect attention
 - Rephrase, repeat directions
 - Use visual cues
 - Allow additional processing time
 - Break down tasks into manageable units
 - Differentiate activities/assignments
 - Supplement auditory materials with visual aids
 - Have students verbalize steps of task before proceeding
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- At-Risk Students
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 - Provides rewards and incentives as necessary
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 - Have student "tutor" another student in the room
- English Language Learners
 - Assign a buddy, same language or English speaking
 - Allow additional processing time for translation
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 - Break down complex tasks into manageable parts
 - Promote class discussion

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
1a	Construct a study guide of the major points to be covered in a test, from the class notes and textbook	Ongoing throughout the school year.
1b	Predict test questions	Ongoing throughout the school year.
1c	Preparing to take a test and reduce test anxiety	Ongoing throughout the school year.

2	Identifying key words in test questions	Ongoing throughout the school year.
3	Interpreting and following written and verbal directions as given by the teacher	Ongoing throughout the school year.
4a	Strategies for answering objective test questions	Ongoing throughout the school year.
4b	Strategies for answering short answer and open-ended test questions	Ongoing throughout the school year.
4c	Strategies for reading and interpreting charts, graphs, and tables on the test	Ongoing throughout the school year.

Teacher Notes:**Additional Resources**

Click links below to access additional resources used to design this unit:

Unit Overview
Content Area: Study Skills 6
Unit Title: Reinforcement of Language Arts Skills
Grade Level: Grade 6

Unit Summary: In this unit, students will reinforce various LA skills based on their individual strengths and weaknesses.

Interdisciplinary Connections: Core Content Areas - Mathematics, English, Science, Social Studies, Health, Exploratory Electives

21st Century Themes and Skills: Life and Career Skills

Learning Targets

Standards: NJ CCCS

CPI#: CCRA.L.2	Statement: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CPI#: CCRA.L.3	Statement: 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.
CPI#: CCRA.L.6	Statement: Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CPI#: 8.1.8.A.1 (technology)	Statement: Demonstrate knowledge of a real world problem using digital tools.
CPI#: 8.2.8.E.1 (technology)	Statement: Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.

Unit Essential Question(s):

- What areas of LA need remediation?

Unit Enduring Understandings:

- Students will decide which areas need to be improved in order to then improve reading and writing skills.

Unit Learning Targets/Objectives:

Students will

- Complete teacher-made Google Forms that are concentrated in particular LA skills.
- Students will then get immediate feedback.
- Further lessons and study groups can be formed as a result of how they did.

Evidence

Formative Assessments:

- Teacher Observations/Questioning
- Self-Reflections
- Checklists
- Self and Peer Assessments
- Student Record Keeping
- Goal Setting

Summative/Benchmark Assessment(s):

- Progress Reports
- Report Cards

Resources/Materials (copy hyperlinks for digital resources):

Modifications:

- Special Education Students
 - Redirect attention
 - Rephrase, repeat directions
 - Use visual cues
 - Allow additional processing time
 - Break down tasks into manageable units
 - Differentiate activities/assignments
 - Supplement auditory materials with visual aids
 - Have students verbalize steps of task before proceeding
 - Repetition and review of previously learned material
 - Encourage self-advocacy
- English Language Learners
 - Assign a buddy, same language or English speaking
 - Allow additional processing time for translation
 - Encourage participation, but do not force it
 - Break down complex tasks into manageable parts
 - Promote class discussion
- At-Risk Students
 - Consult with Guidance Counselors and follow all I&RS procedures and action plans
 - Consult with classroom teacher(s) for specific behavioral interventions.
 - Provides rewards and incentives as necessary
 - Assist student in accepting strengths and weaknesses
- Gifted and Talented Students
 - Build on students' intrinsic motivations
 - Have student "tutor" another student in the room

Lesson Plans		
Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
1	Identify strengths and weaknesses in the areas of grammar, word usage, and mechanics	Ongoing throughout the school year.
2	Mini lessons will be given and study groups can be created to ensure mastery	Ongoing throughout the school year.
3	Based on individual needs, students complete assessments in order to prove mastery	Ongoing throughout the school year.
4	Students must complete a predetermined number of content areas per marking period	Ongoing throughout the school year.

Unit Overview

Content Area: Study Skills 6

Unit Title: Reinforcement of Math Skills

Grade Level: Grade 6

Unit Summary: Students will learn how to improve their basic Math skills.

Interdisciplinary Connections: Core Content Areas - Mathematics, English, Science, Social Studies, Health, Exploratory Electives

21st Century Themes and Skills: Life and Career Skills

Learning Targets

Standards: NJ CCCS

CPI#: 4.1.6.B.1	Statement: Recognize the appropriate use of each arithmetic operation in problem situations.
CPI#: 4.1.6.B.6	Statement: Check the reasonableness of results of computations.
CPI#: 4.1.6.C.1	Statement: Use a variety of strategies for estimating both quantities and the results of computations.
CPI#: 4.5.A.1	Statement: Learn mathematics through problem solving, inquiry, and discovery.
CPI#: 4.5.F.1	Statement: Use technology to gather, analyze, and communicate mathematical information.
CPI#: 8.1.8.A.1 (technology)	Statement: Demonstrate knowledge of a real world problem using digital tools.
CPI#: 8.2.8.E.1 (technology)	Statement: Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.
CPI#: 8.1.8.E.1 (technology)	Statement: Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
Unit Essential Question(s): <ul style="list-style-type: none"> What Math skills need reinforcement individually? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> Students will understand the importance of maintaining Math facts. 	
Unit Learning Targets/Objectives: <i>Students will</i> <ul style="list-style-type: none"> Reinforce basic mathematical facts Set benchmarks that must be achieved before moving along to a next level Achieve at certain levels while proving their knowledge of math facts in order to support the proper pacing of the grade 6 Math curriculum 	
Evidence of Learning	
Formative Assessments: <ul style="list-style-type: none"> Teacher Observations/Questioning Self-Reflections Checklists Self and Peer Assessments Student Record Keeping Goal Setting 	
Summative/Benchmark Assessment(s): <ul style="list-style-type: none"> Progress Reports Report Cards 	
Resources/Materials (copy hyperlinks for digital resources):	
Modifications: <ul style="list-style-type: none"> Special Education Students <ul style="list-style-type: none"> Redirect attention At-Risk Students 	

- Rephrase, repeat directions
- Use visual cues
- Allow additional processing time
- Break down tasks into manageable units
- Differentiate activities/assignments
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Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
1	Complete math facts sheets (either paper/pencil or online) that reinforce Math facts	Ongoing throughout the school year
2	Create study groups while practicing with flashcards or other methods to help improve each other's math skills	Ongoing throughout the school year
3	Students will record their progress and must achieve at certain levels as set forth by their teachers	Ongoing throughout the school year