



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Study Skills

Grades 9 - 12

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Approved by the Midland Park Board of Education on
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Study Skills 9-12 Curriculum Overview

Study Skills 9-12 is designed to prepare the high school special needs students with their progression through the high school curriculum. 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, writing and research skills as well as study, content reading and test-taking strategies. Students will have the opportunity to improve their vocabulary, concentration, memory and self-advocacy skills. 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: 36 Weeks
- Unit 2: Time Management: 36 Weeks
- Unit 3: Study Strategies: 36 Weeks
- Unit 4: Content Reading: 36 Weeks
- Unit 5: Test-Taking Strategies: 36 Weeks
- Unit 6: Writing and Research Skills: 36 Weeks

Prerequisite: None

Unit Overview	
Content Area: Study Skills 9-12	
Unit Title: Organization	
Grade Level: Grade 9-12	
Unit Summary: In this unit, students will strengthen their organizational skills to improve their success in their content area classes.	
Interdisciplinary	
Connections: Core Content Areas - Mathematics, English, Science, Social Studies, Foreign Language, Electives, Health	
21 st Century Themes and Skills:	
CRP1. Act as a responsible and contributing citizen and employee.	
CRP2. Apply appropriate academic and technical skills.	
CRP3. Attend to personal health and financial well-being.	
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.	
Learning Targets	
Standards (Content and Technology): NJ CCCS - Special Education / NJ CCCS - Technology	
CPI#:	Statement:
SE.17.3	Develop organizational skills
SE.17.5	Improve study and organizational skills for success in the content areas
SE.17.6	Successfully complete mainstream coursework
8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
8.2.12.E.1	Demonstrate an understanding of the problem-solving capacity of computers in our world.
Unit Essential Question(s):	
<ul style="list-style-type: none"> Is learning impacted by past experiences? Is success directly related to organization? 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> Students will understand that past experiences influence their learning Students will understand that their success is directly related to their organizational skills 	
Unit Learning Targets/Objectives:	
Students will...	

- Become familiar with the organization of the school
- Maintain a homework planner
- Maintain an organized notebook
- Be prepared for class

Evidence of Learning

Formative Assessments:

- teacher observations/questioning
- self and peer assessments
- student record keeping
- self-monitoring
- goal setting

Summative/Benchmark Assessments:

- Progress Reports (IEP students)
- Report Cards

Resources/Materials (copy hyperlinks for digital resources):

Modifications:

- Special Education Students
 - Redirect attention
 - Rephrase, repeat directions
 - Use visual cues
 - Demonstrate the task before proceeding
 - Allow additional processing time
 - Break down tasks into manageable units
 - Simplify directions
 - Adding time as needed
 - Questioning student(s) to check for understanding
 - Repeat and rephrase explanations as needed
 - 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 IR&S procedures and action plans.
 - Consult with classroom teacher(s) for specific behavioral interventions.
 - Provides rewards and incentives as necessary.
 - Use weekly goals as motivating factors
 - Assist student in accepting strengths and weaknesses
- Gifted and Talented Students
 - Build on students' intrinsic motivations
 - Have student "tutor" another student in the room
 - Consult with parents to accommodate students' interests in completing tasks at their level of engagement
- English Language Learners
 - Assign a buddy, same language or English speaking
 - Rephrase/repeat questions, directions and

explanations

- Allow additional processing time for translation
- Encourage participation, but do not force it
- Break down complex tasks into manageable parts
- Involve student in oral discussion
- Promote class discussion

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
1a	Become familiar with individual schedule	Ongoing throughout the school year.
2a	Record complete assignments in written/digital planner	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	Ongoing throughout the school year.
3b	Set up lab books, folders, portfolios	Ongoing throughout the school year.
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:

Unit Overview	
Content Area: Study Skills 9-12	
Unit Title: Time Management	
Grade Level: Grade 9-12	
Unit Summary: In this unit students will learn time management skills, how to make a study schedule and establish a routine for completing various types of activities/assignments	
Interdisciplinary	
Connections: Core Content Areas - Mathematics, English, Science, Social Studies, Foreign Language, Electives	
21st Century	
Themes and Skills: Life and Career Skills	
Learning Targets	
Standards (Content and Technology): NJ CCCS - Special Education/ NJ CCCS Technology	
CPI#:	Statement:
SE.17.3	Develop organizational skills
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.
8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
Unit Essential Question(s): <ul style="list-style-type: none"> What does it mean to be an independent student? How do students effectively manage their time? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> 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: <i>Students will...</i> <ul style="list-style-type: none"> Learn time management skills Learn how to make a study schedule Learn how to establish a routine for completing various types of activities/assignments 	
Evidence of Learning	
Formative Assessments: <ul style="list-style-type: none"> teacher observations/questioning self and peer assessments student record keeping 	

- self-monitoring
- goal setting

Summative/Benchmark Assessment(s):

- Progress Reports (IEP students)
- Report Cards

Resources/Materials (copy hyperlinks for digital resources):

Modifications:

- Special Education Students
 - Redirect attention
 - Rephrase, repeat directions
 - Use visual cues
 - Demonstrate the task before proceeding
 - Allow additional processing time
 - Break down tasks into manageable units
 - Simplify directions
 - Adding time as needed
 - Questioning student(s) to check for understanding
 - Repeat and rephrase explanations as needed
 - 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 IR&S procedures and action plans.
 - Consult with classroom teacher(s) for specific behavioral interventions.
 - Provides rewards and incentives as necessary.
 - Use weekly goals as motivating factors
 - Assist student in accepting strengths and weaknesses
- Gifted and Talented Students
 - Build on students' intrinsic motivations
 - Have student "tutor" another student in the room
 - Consult with parents to accommodate students' interests in completing tasks at their level of engagement
- English Language Learners
 - Assign a buddy, same language or English speaking
 - Rephrase/repeat questions, directions and explanations
 - Allow additional processing time for translation
 - Encourage participation, but do not force it
 - Break down complex tasks into manageable parts
 - Involve student in oral discussion
 - Promote class discussion

Lesson Plans

Lesson	Lesson Objective(s)	Time frame (day(s) to complete)
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Name/Topic		
1a	Make a list of tasks to be completed	Ongoing throughout the school year.
1b	Break down bigger tasks into smaller steps	Ongoing throughout the school year.
1c	Prioritize assignments as immediate, short term or long term	Ongoing throughout the school year.
1f	Utilize a daily to do list and a weekly schedule	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:		

Unit Overview	
Content Area: Study Skills 9-12	
Unit Title: Study Habits	
Grade Level: Grade 9-12	
Unit Summary: In this unit, students will strengthen their study habits and strategies to improve success in their content area classes.	
Interdisciplinary Connections: Core Content Areas - Mathematics, English, Science, Social Studies, Foreign Language, Electives 21st Century Themes and Skills: Life and Career Skills	
Learning Targets	
Standards (Content and Technology): NJ CCCS - Special Education/ NJ CCCS Technology	
CPI#:	Statement:
SE.17.2	Develop note-taking skills
SE.17.3	Develop organizational skills
SE.17.4	Develop organizational skills
SE.17.5	Improve study and organizational skills for success in the content area
SE.17.6	Successfully complete mainstream coursework
8.2.12.E.1	Demonstrate an understanding of the problem-solving capacity of computers in our world
8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
Unit Essential Question(s): <ul style="list-style-type: none"> Why is it important for students to develop study strategies? What study strategies are most effective for individual students? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> 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: <i>Students will...</i> <ul style="list-style-type: none"> Set goals for academic success Develop an understanding of strengths and weaknesses as a learner Develop strong study habits Develop a variety of learning techniques 	
Evidence of Learning	
Formative Assessments: <ul style="list-style-type: none"> teacher observations/questioning self and peer assessments student record keeping self-monitoring 	

- goal setting

Summative/Benchmark Assessment(s):

- Progress Reports (IEP students)
- Report Cards

Resources/Materials (copy hyperlinks for digital resources):

Modifications:

- Special Education Students
 - Redirect attention
 - Rephrase, repeat directions
 - Use visual cues
 - Demonstrate the task before proceeding
 - Allow additional processing time
 - Break down tasks into manageable units
 - Simplify directions
 - Adding time as needed
 - Questioning student(s) to check for understanding
 - Repeat and rephrase explanations as needed
 - 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 IR&S procedures and action plans.
 - Consult with classroom teacher(s) for specific behavioral interventions.
 - Provides rewards and incentives as necessary.
 - Use weekly goals as motivating factors
 - Assist student in accepting strengths and weaknesses
- Gifted and Talented Students
 - Build on students' intrinsic motivations
 - Have student "tutor" another student in the room
 - Consult with parents to accommodate students' interests in completing tasks at their level of engagement
- English Language Learners
 - Assign a buddy, same language or English speaking
 - Rephrase/repeat questions, directions and explanations
 - Allow additional processing time for translation
 - Encourage participation, but do not force it
 - Break down complex tasks into manageable parts
 - Involve student in oral discussion
 - Promote class discussion

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
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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 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.
Teacher Notes:		
Additional Resources Click links below to access additional resources used to design this unit:		

Unit Overview	
Content Area: Study Skills 9-12	
Unit Title: Content Area Reading	
Grade Level: Grade 9-12	
Unit Summary: In this unit, students will develop effective content area reading strategies.	
Interdisciplinary Connections: Core Content Areas - Mathematics, English, Science, Social Studies, Foreign Language, Electives 21st Century Themes and Skills: Life and Career Skills	
Standards (Content and Technology): NJ CCCS - Special Education/ NJ CCCS Technology	
CPI#:	Statement:
SE.17.2	Develop note-taking skills
SE.17.3	Develop organizational skills
SE.17.4	Develop organizational skills
SE.17.5	Improve study and organizational skills for success in the content area
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.
8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
Unit Essential Question(s): <ul style="list-style-type: none"> What are effective reading strategies? Which reading strategies 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 reading strategies to be utilized in their content area classes. Students will identify which reading strategies suit their individual learning styles. 	
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> Use the parts of a textbook Find information in content text Interpret visual aids and graphics Create concept maps from text Use pre-reading strategies Use reading strategies Use post-reading strategies 	

Evidence of Learning

Formative Assessments:

- teacher observations/questioning
- self and peer assessments
- student record keeping
- self-monitoring
- goal setting

Summative/Benchmark Assessment(s):

- Progress Reports (IEP students)
- Report Cards

Resources/Materials (copy hyperlinks for digital resources):

Modifications:

- Special Education Students
 - Redirect attention
 - Rephrase, repeat directions
 - Use visual cues
 - Demonstrate the task before proceeding
 - Allow additional processing time
 - Break down tasks into manageable units
 - Simplify directions
 - Adding time as needed
 - Questioning student(s) to check for understanding
 - Repeat and rephrase explanations as needed
 - 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
 - Rephrase/repeat questions, directions and explanations
 - Allow additional processing time for translation
- At-Risk Students
 - Consult with Guidance Counselors and follow all IR&S procedures and action plans.
 - Consult with classroom teacher(s) for specific behavioral interventions.
 - Provides rewards and incentives as necessary.
 - Use weekly goals as motivating factors
 - Assist student in accepting strengths and weaknesses
- Gifted and Talented Students
 - Build on students' intrinsic motivations
 - Have student "tutor" another student in the room
 - Consult with parents to accommodate students' interests in completing tasks at their level of engagement

- o Encourage participation, but do not force it
- o Break down complex tasks into manageable parts
- o Involve student in oral discussion
- o Promote class discussion

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
1a	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 (SQ3R, QAR, RCRC)	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.

Teacher Notes:

Additional Resources

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

Content Area: Study Skills 9-12

Unit Title: Test-Taking Skills

Grade Level: Grade 9-12

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, Foreign Language, Electives

21st Century Themes and Skills: Life and Career Skills

Standards (Content and Technology): NJ CCCS - Special Education/ NJ CCCS Technology

CPI#:	Statement:
SE.17.1	Develop test taking skills
SE.17.2	Develop note-taking skill
SE.17.5	Improve study and organizational skills for success in the content area
8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
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.

Unit Essential Question(s): <ul style="list-style-type: none"> How will knowledge of the test format help to prepare you? Why is it important to use different test-taking strategies to prepare for various types of test questions? 	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
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Unit Learning Targets/Objectives:

Students will...

- learn how to prepare for tests and manage test anxiety
- understand test vocabulary
- follow written and verbal directions

- learn how to manage time when taking a test
- learn strategies for answering objective test questions
- learn strategies for answering short answer, open-ended questions and essay questions
- read and interpret charts, graphs, and tables on a test

Formative Assessments:

- teacher observations/questioning
- self and peer assessments
- student record keeping
- self-monitoring
- goal setting

Summative/Benchmark Assessment(s):

- Progress Reports (IEP students)
- Report Cards

Resources/Materials (copy hyperlinks for digital resources):

Modifications:

- Special Education Students
 - Redirect attention
 - Rephrase, repeat directions
 - Use visual cues
 - Demonstrate the task before proceeding
 - Allow additional processing time
 - Break down tasks into manageable units
 - Simplify directions
 - Adding time as needed
 - Questioning student(s) to check for understanding
 - Repeat and rephrase explanations as needed
 - 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 IR&S procedures and action plans.
 - Consult with classroom teacher(s) for specific behavioral interventions.
 - Provides rewards and incentives as necessary.
 - Use weekly goals as motivating factors
 - Assist student in accepting strengths and weaknesses
- Gifted and Talented Students
 - Build on students' intrinsic motivations
 - Have student "tutor" another student in the room
 - Consult with parents to accommodate students' interests in completing tasks at their level of engagement
- English Language Learners
 - Assign a buddy, same language or English speaking
 - Rephrase/repeat questions, directions and

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explanations <ul style="list-style-type: none"> o Allow additional processing time for translation o Encourage participation, but do not force it o Break down complex tasks into manageable parts o Involve student in oral discussion o Promote class discussion 		
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 using notes and text	Ongoing throughout the school year.
1d	Preparation the day of the test and managing test anxiety	Ongoing throughout the school year.
2	Identifying key words in test questions (compare, define, contrast, illustrate...)	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:		

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Additional Resources

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

Content Area: Study Skills 9-12			
Unit Title: Writing and Research Skills			
Grade Level: Grade 9-12			
Unit Summary: In this unit students will learn how to improve their writing and research skills across the content areas			
Interdisciplinary			
Connections: Core Content Areas - Mathematics, English, Science, Social Studies, Foreign Language, Electives			
21st Century Themes and Skills: Life and Career Skills			
Standards (Content and Technology): NJ CCCS - Special Education/ NJ CCCS Technology			
CPI#:	Statement:		
SE.17.5	Improve study and organizational skills for success in the content area		
SE.17.4	Develop organizational skills		
SE.17.2	Develop note-taking skills		
SE.17.6	Successfully complete mainstream coursework		
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.		
8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.		
<table> <tr> <td> Unit Essential Question(s): <ul style="list-style-type: none"> Why are writing and research skills important? How do research skills enable students to strengthen their writing? </td><td> Unit Enduring Understandings: <ul style="list-style-type: none"> Students will understand the importance of developing strong writing and research skills. Students will understand the connection between researching and writing skills. </td></tr> </table>		Unit Essential Question(s): <ul style="list-style-type: none"> Why are writing and research skills important? How do research skills enable students to strengthen their writing? 	Unit Enduring Understandings: <ul style="list-style-type: none"> Students will understand the importance of developing strong writing and research skills. Students will understand the connection between researching and writing skills.
Unit Essential Question(s): <ul style="list-style-type: none"> Why are writing and research skills important? How do research skills enable students to strengthen their writing? 	Unit Enduring Understandings: <ul style="list-style-type: none"> Students will understand the importance of developing strong writing and research skills. Students will understand the connection between researching and writing skills. 		
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> utilize prewriting skills to complete written assignments for content area classes write a summary of text as assigned in a content area class write a paragraph as assigned in a content area class write a thesis statement as assigned in a content area class write an essay as assigned in a content area class utilize research skills as needed in content area classes write a research paper as assigned in a content area class 			
Formative Assessments:			

- teacher observations/questioning
- self and peer assessments
- student record keeping
- self-monitoring
- goal setting

Summative/Benchmark Assessment(s):

- Progress Reports (IEP students)
- 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 ○ Demonstrate the task before proceeding ○ Allow additional processing time ○ Break down tasks into manageable units ○ Simplify directions ○ Adding time as needed ○ Questioning student(s) to check for understanding ○ Repeat and rephrase explanations as needed ○ 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 <ul style="list-style-type: none"> ○ Assign a buddy, same language or English speaking ○ Rephrase/repeat questions, directions and explanations ○ Allow additional processing time for translation ○ Encourage participation, but do not force it ○ Break down complex tasks into manageable | <ul style="list-style-type: none"> • At-Risk Students <ul style="list-style-type: none"> ○ Consult with Guidance Counselors and follow all IR&S procedures and action plans. ○ Consult with classroom teacher(s) for specific behavioral interventions. ○ Provides rewards and incentives as necessary. ○ Use weekly goals as motivating factors ○ Assist student in accepting strengths and weaknesses • Gifted and Talented Students <ul style="list-style-type: none"> ○ Build on students' intrinsic motivations ○ Have student "tutor" another student in the room ○ Consult with parents to accommodate students' interests in completing tasks at their level of engagement |
|---|--|

<p>parts</p> <ul style="list-style-type: none"> o Involve student in oral discussion o Promote class discussion 		
Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
1	Utilize prewriting strategies (brainstorming, clustering)	Ongoing throughout the school year
2a	Reinforce paragraph structure in writing	Ongoing throughout the school year
2b	Write paragraphs using an organizational pattern (chronological order, order of importance, cause/effect)	Ongoing throughout the school year
3a	Reinforce understanding of the three points of a thesis statement	Ongoing throughout the school year
3b	Reinforce understanding of the components of an essay	Ongoing throughout the school year
3c	Reinforce how to write an introductory paragraph	Ongoing throughout the school year
3d	Reinforce how to write body paragraphs	Ongoing throughout the school year
3e	Reinforce how to write a conclusion paragraph	Ongoing throughout the school year
6a	Learn how to locate relevant library sources	Ongoing throughout the school year
6b	Learn how to utilize technology to find relevant internet sources	Ongoing throughout the school year
6c	Reinforce how to locate and use specific information from a text or reference	Ongoing throughout the school year
6d	Reinforce how to take notes from research material	Ongoing throughout the school year
6e	Reinforce how to prepare note cards as assigned in content area class	Ongoing throughout the school year
7a	Reinforce how to organize notes into an outline form	Ongoing throughout the school year
7b	Reinforce how to write a thesis as assigned in content area class	Ongoing throughout the school year
7c	Reinforce how to write support for a thesis statement	Ongoing throughout the school year
7d	Reinforce how to paraphrase information to write body paragraphs	Ongoing throughout the school year
7e	Reinforce how to include in-text citations	Ongoing throughout the school year
7f	Reinforce understanding of the consequences of plagiarism	Ongoing throughout the school year

7g	Revise the research paper	Ongoing throughout the school year
Teacher Notes:		
Additional Resources Click links below to access additional resources used to design this unit:		