# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS ● FOSTERING ACHIEVEMENT ● CULTIVATING 21ST CENTURY GLOBAL SKILLS

## Course Name: Academic Lab
## Course Number: 131200

## PART I: UNIT RATIONALE

**WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?**

| Course/Unit Title: Academic Skills | | Unit Summary: |
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| **Grade Level(s):** 9-12 | | Academic skills are learned abilities and processes that students use for the purpose of acquiring knowledge and competence. These skills include: communication, time management, organization, decision making, goal setting, life skills and study skills, and self-management and assessment. Mastery of these skills will result in students becoming more effective and efficient learners who then can take charge of their own learning. When students learn a study skill they are learning a way of solving problems to best support their own learning, a method of approach, and follow-through that can be used in any relevant content. Furthermore, the students will work through the course to develop a stronger sense of self-awareness, strengths and weaknesses within their daily lives, and ways to besat problem solve as well to seek help in areas that are challenging for the students. |
| **Essential Question(s):** 1. Why is effective communication important to academic success? 2. How can students' | | **Enduring Understanding(s):** <br> ● Effective communication is important both socially and academically. <br> ● Understanding different communication styles will help students become more effective communicators. <br> ● Students appropriately managing their time contributes to academic success. |

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| understanding of communication styles help them better communicate with peers and teachers?<br><br>3. How can managing time and responsibilities help a student academically and socially?<br>4. What organizational strategies would benefit students academically?<br>5. How is decision making important to the problem solving process?<br>6. Why should goals be specific and measurable?<br>7. How can identifyin | | ● Having organizational skills will aid in the completion of short term and long term projects.<br>● Identifying alternative avenues of action in the decision making process is important to the success of solving problems presently as well as in the future.<br>● Identifying the goal or problem that requires a decision is an imperative step in the decision making process.<br>● Gathering information about the problem or goal that requires a decision will contribute to identifying the best course of action to choose to solve the problem.<br>● The task of decision making is integral to the problem solving process.<br>● Setting specific and measurable goals will increase student success in the goal setting process.<br>● The learning environment is important to the learning process.<br>● An awareness of learning styles will enable students to choose strategies which support them as a learner.<br>● There are many different learning styles. |

| g a student's learning style help them self-assess their learning? | | |
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## PART II:  INSTRUCTIONAL STRATEGIES AND RESOURCES
**DESCRIBE THE LEARNING TARGETS.**

**After each target, identify the New Jersey Student Learning Standards that are applicable**

| Learning Target | | NJSLS: |
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| 1. Students will evaluate communication styles to identify their purposes and appropriate uses.<br>2. Students will create a detailed schedule and evaluate its effectiveness in improving time management.<br>3. Students will research organizational practices to improve physical environments for academic success.<br>4. Students will exhibit understanding of the decision making process.<br>5. Students will compose a detailed plan specifying a personal goal to demonstrate understanding of the goal setting process.<br>6. Students will identify their personal academic preferences to differentiate study habits and skills that are useful to their academic success.<br>7. Students will reflect on personal and academic decisions in the self-management process to evaluate their success and plan to improve future decisions. | | 1.CRP4 Communicate clearly and effectively a9.4.2.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). • 9.4.2.DC.4: Compare information that should be kept private to information that might be made public. An individual's digital footprint reflects the various actions an individual makes online, both positive and negative. 9.4.2.DC.5: Explain what a |

| | | digital footprint is and how it is created. Digital communities allow for social interactions that can result in positive or negative outcomes. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.and with reason. 2. CRP11. Use technology to enhance productivity. 3. 9.3.12.ED.10 4.CRP5. Consider the environmental, social and economic impacts of decision, 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect incomes. 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- |
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| | | and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1). An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful

5. CRP10. Plan education and career paths aligned to personal goals. 6. CRP10. Plan education and career paths aligned to personal goals. 7.CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and |

| | | an educational plan. |
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**Interdisciplinary Connections:**

The skills in this unit of study are easily transferable to every other content area. Improving communication techniques will aid in creating effective oral and written communication strategies for creating, expressing, and interpreting information and ideas. Improving time management skills will help the student complete assignments in every content area in a timely manner, decreasing stress and increasing productivity. Becoming more organized will benefit student academic success in areas such as their physical environment as well as during note taking and other academic exercises. A better understanding of the decision making process is a critical and creative thinking skill, which will facilitate innovation and problem solving independently and in teams. The practice of goal setting can be transferred to all content areas to increase productivity and academic responsibility.  Students having strong self-management and assessment practices will benefit all disciplines, as these practices create habits that promote academic success and improvement.

**Students will engage with the following text:**

Supplemental Text: Learning and Study Skills (Vol 1 & 2)- HM Study Skills Group – David Mashak
Online resources relevant to current unit of discussion and instruction
NJ DOE 21st Goals resources found on website

**Students will write:**

Students will participate in mini lessons of study skills at the beginning of each class.  Students will apply learned skills to content areas while completing individual assignments following the daily mini lessons.
Each learning target will be addressed throughout the school year.  Unit lessons may be combined with other unit lessons as the needs of each class of Academic Lab will vary based on student needs, teacher and administration expectations, and current events which impact student learning. Seven units of study with accompanying mini lessons will be taught during the school year.  Concepts may be revisited and reviewed as necessary.

**Unit: Communication**
- o Lesson: Effective communication class discussion and modeling practice.
- o Lesson: How to communicate with staff in the school; Identify class Vice Principal, School Counselor, Case Manager, Mental Health Counselor, School Nurse, Class & Club Advisors, Coaches
- o Lesson: Students will learn how to write emails to staff, schedule an appointment online and in person, seek help from appropriate staff as needed, and where each point of contact is located in the building.
- o Lesson: Students will discuss a variety of social media platforms, how communicating on these platforms can impact students now and in the future, the dangers of social media communication, how and when to report concerning social media interactions and posts.

- Lesson: Students will reflect on recent communication in a social situation as well as an academic situation.
- Lesson: Students will research how technology has and continues to change communication
- Lesson: Students will practice communicating and using active listening with a partner.

**Unit: Time Management**
- Lesson: Time management importance class discussion, students create a list of how time is spent each day in school, at home, online, on devices such as their phone, at sports, clubs, and other school related activities, at work, at caring for family members, etc. Evaluate ways to improve time management during their days.
- Lesson: Students will be introduced to a variety of ways to manage their time such as through a weekly/daily planner, Online platforms such as Google Calendar, linking classes to tools like Google Calendar or other online management systems, discussion on regularly checking calendars, adding outside activities to a calendar
- Lesson: Students will create a plan to manage assignments, long term projects, extra curricular activities, and work schedules
- Lesson: Students will choose two routines to outline and discuss with a partner.
- Lesson: Students will brainstorm distractions that interfere with successful time management, reflect on those that affect them personally.
- Lesson: Students will practice with a partner breaking a task down into smaller units and creating a mock timeline to manage the task.
- Lesson: Students will reflect on a recent experience of effective time management and poor time management.

**Unit: Organization**
- Lesson: Organizational importance classroom discussion.
- Lesson: Organizing your environment, what does that look like in the classroom, on a team, in a school activity, at home, and at work
- Lesson: Complete Environmental Matter Survey
- Lesson: What organizational tools do you use?  A planner, a calendar, color coded folders, lists your backpack, spaces within your home, bins, bookshelves
- Lesson: Students will work collaboratively to teach a peer about an organizational approach or tool they have successfully utilized.
- Lesson: Students will choose an upcoming event to prepare for. The class will discuss how preparing for the task ahead of time will help keep them organized and prepared for the event.

**Unit: Decision Making**
- Lesson: Decisions we make everyday for ourself, with our friends, in school, at home, at work
- Lesson: How to solve a problem, problem solving strategies.
- Lesson: How do decisions affect us?
- Lesson:  Decision making brainstorm – Students will brainstorm possible outcomes of a personal decision to identify their best avenue of action.

- o Lesson: Who do I go to when I am faced with a serious decision?  How can their advice help or hurt my decision?
- o Lesson: Video clips of poor decisions, reflection.
- o Lesson: Students will practice making a pros and cons list for a personal future decision.
- o Lesson: Students will discuss the importance of identifying outcomes to a decision before making the decision.
- o Lesson: Students will research aspects of a future decision to practice informed decision making.
- o Lesson: Students will independently reflect and journal about a decision they've made and who the decision has affected (i.e: friends, family, teachers.)
- o Lesson: Students will reflect on the most important decision they have ever made and explain how they came to make that decision. They will discuss if they would change anything now after knowing more about the decision making process.

**Unit : Goal Setting**
- o Lesson: Goal setting importance classroom discussion.
- o Lesson: Students will research what makes a smart goal and begin to brainstorm on a personal goal they would like to set – Is the goal measurable? Is the goal specific and attainable?
- o Lesson: Students will create a detailed plan on how they will seek to meet a personal goal.
- o Lesson: Students will identify a personal goal and list the resources they need to accomplish the goal.
- o Lesson: Students will brainstorm obstacles to a personal goal with a partner and how to overcome those obstacles before they arise.
- o Lesson: Students will independently research the difference between a short term goal and a long term goal. Students will make a list of their personal goals and explain why they would be short term or long term.
- o Lesson: Students will brainstorm how two goals and be conflicting and how to solve that problem.
- o Lesson:  Personal conferences with teacher to set goals at the start, middle, and end of each marking period.  Evaluate effectiveness of strategies currently used to attain specific goals.

**Unit : Life Skills/Study Skills**
- o Lesson: Complete personal studies skill survey to identify what study skills students are currently using and not using.
- o Lesson: Students will identify a study skill or life skill they would like to improve and research that skill independently.
- o Lesson: Students will work collaboratively to teach a peer their chosen skill.
- o Lesson: Students will research a life skill associated with a chosen career/path of employment and journal about the skill and how to master that skill.
- o Lesson: Students will identify a content area in which they struggle the most and research study skills specific to that content. With a partner they will discuss how they plan to implement a chosen study skill.
- o Lesson:Students will research a technology based study tool and discuss how they would like to use that tool to more successfully prepare for an upcoming assessment.

- o Lesson: Develop personal resume
- o Lesson: Identify where job vacancies can be found ie. at the place of business, online, through word of mouth
- o Lesson: Practice and apply for jobs as appropriate for each student
- o Lesson: What is collaboration? Who do you have to collaborate with in different situations?

**Unit: Self-Assessment/ Self-Management**
- o Lesson: Discuss various learning styles such as visual, auditory, tactile, combination. Discuss benefits and downfalls of different learning styles.
- o Lesson: Students will determine their learning style and research what approaches would best benefit their learning preferences.
- o Lesson: Students will create a list of areas in which they are independent and reflect on their choices to increase success in those areas and situations.
- ● Lesson: Students will discuss with a partner how goal setting plays a role in being leaders in their own success.
- o Lesson: Students will help a peer to assess their success in a recent situation, what went well and what can be improved upon, and discuss how this can help the students to better self-assess future situations.
- o Lesson: Students will review completion of long and short term assignments, personal grades in each class, attendance, discipline during each marking period.
- o Lesson: Students will choose a method of tracking their progress in one content area and create a plan to monitor their growth for the next upcoming two weeks.

**Week 20: Mid-Year/End of Year Project**
- o ** See **Performance Assessment** section for project details.

## PART III: TRANSFER OF KNOWLEDGE AND SKILLS
**DESCRIBE THE LEARNING EXPERIENCE.**
**<u>How</u> will students uncover content and build skills.**

- Determine learning style
- Examine communication styles
- Complete reflections on success of goal setting, time management, and study skills
- Listening activities to promote active listening
- Chart daily/school routines
- Create daily, weekly and monthly schedules
- Analyze created schedules
- Compare and contrast methods for maximizing personal productivity
- Apply project planning and management skills in academic settings
- Putting ideas and information in categories
- Apply goal setting to content area classes
- Recognize staff who can support students in decision making, communicating, and seeking help as needed
- Utilize online tools to assist with organization, planning, and tracking learning and daily events
- Use learned strategies to monitor assignments, attendance, and other school areas which impact learning

 In addition to daily lessons focused on target areas students are given time to complete any assignments, tests or quizzes, and projects from subject area teachers with or without needed support from instructor. Students will routinely monitor assignments and work to set goals to complete daily school related tasks.

## PART IV:  EVIDENCE OF LEARNING
**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.**
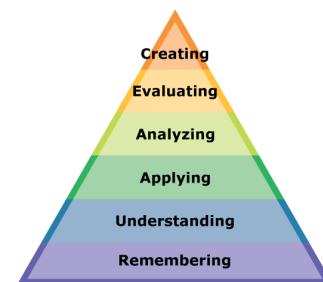


**Formative Assessments:**

Students will participate in mini lessons of study skills at the beginning of each class and then apply learned skills to content areas while completing individual assignments. Students will individually conference with teacher to monitor grades in content courses and their progress in the areas of preparation, organization, time on task, positive decision making, and willingness to seek help from staff.

**Accommodations/Modifications:**

Instructor will provide assistance to all students during independent work as needed.   Mini lessons will be modified to meet the needs of each student in accordance with individual student modifications and accommodations.

**Summative Assessments:**

Each student is given 2 points (10 daily/ 4 times in a 5 day cycle) for each of the following categories:

1. Preparation – Materials (course content materials, chromebook) brought to class, Ready at beginning of period to complete warm up lesson
2. Organization - Work is stored in proper folders/binders, Assignments are available for review upon request from the teacher
3. Work Completion  - Student completes assigned work and turns in to classroom teachers when due
4. Time on Task -  Checks Genesis account and/or Google Classrooms for assignments, contacts teachers as needed, Works for a minimum of 80% of the class period to complete assignments.
5. Participation - Responds to teacher's questions, participates in class discussions, Follows classroom and school rules

A rubric will be created at the beginning of the course to describe the expectations for each category. Course is scored as pass/fail. Students who earn 65% of total daily points throughout the marking period will pass the 5 credit course.

Weekly emails should be sent to student's subject area teachers by the academic lab teacher to monitor progress and inquire about upcoming assessments or requirements.

**Accommodations/Modifications:**

Academic Lab is a resource level class.  All lessons will be taught in a whole group setting within the resource room. The  teacher will provide instruction in the areas of Communication, Time, Management, Organization,

Decision Making, Goal Setting, Life and Study Skills, and Self-Assessment/Self-Management.  Modifications and accommodations for instruction will be provided as needed for each student in accordance with their IEP. Upon completion of the lesson, students will have the opportunity to work independently on assignments for each of their classes. The instructor will meet with students individually to review strategies taught and discussed as well as assist with navigating and completing assignments.

## Performance Assessments:

- Final Assessment: Students will complete an Academic Lab final assessment project mid-year and at the end of the school year. The project will assess students' understanding of the topics discussed in Academic Lab thus far.
  - Mid-Year: Each topic discussed thus far should be reflected upon and summarized. Students will reflect on their growth in the first half of the year, their past year and during their time in high school. They will set a goal for the final half of the year, and discuss how they plan to meet that goal.
  - At the end of each marking period, students will complete a self-assessment, evaluating the following areas: Grades earned in each class, Attendance, Discipline received from teachers and administrators, percentage of assignments completed in each class. Student will meet with academic lab teacher to review assessment and set goals for the next marking period.
  - End of Year: Each topic discussed since mid-year should be reflected upon and summarized. Students will reflect on their growth this year, their past year and during their time in high school. They will set a goal for the following year, and discuss how they plan to meet that goal.

## Accommodations/Modifications:

Students can choose the format for the final project. Format options can include: reflection paper, poster, computer presentation, oral presentation, video presentation, or brochure. Provide students with examples and a detailed rubric clarifying expectations. Each student will receive modifications and accommodations in accordance with their specific IEP.