

Black Horse Pike Regional School District Curriculum Template

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

Course Name: Academic Lab

Course Number: 131200 A (Semester 1) 131210 B (Semester 2)

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Study Skills	Unit Summary: Study skills are learned abilities that one uses for the purpose of acquiring knowledge and competence. Study skills are processes that help students to organize and direct the effort they invest in learning, and their use results in students becoming more effective and efficient learners who are more in charge of their own learning. When students learn a study skill they are learning a way of solving learning problems, a method of approach, and follow-through that can be used in any relevant content. They are also learning more about how to learn effectively.
Grade Level(s): 9-12	
Essential Question(s): <ul style="list-style-type: none"> • How does one's learning style affect the way information is attained? • Why is it important to attend to a set of directions and follow them accurately? • What is a plan for use of study time and following a schedule? • How can a student take useful notes from an oral presentation? • Can a student read a section of text and identify the main ideas and important details? • How much time is needed when preparing for test taking? • What is the proper way to set up Cornell Notes? • Where and when should assignments and due dates be recorded? 	Enduring Understanding(s): <ul style="list-style-type: none"> • There are many different learning styles. • Improved long term memory enables one to recall information when necessary. • Sequence is the order in which something happens. • Predicting outcomes enables the reader to be actively involved in what is being said or read. • A schedule is a plan of what to do in the future. • Mapping is a way of taking notes about what is being read. • Reading for meaning enable one to locate main ideas and the important supporting details in your reading. • Taking notes provides a record of what to study for assessments. • Organizing information into charts: diagrams, tables and graphs will make the information more clear. • The learning environment is important to the learning process. • Realistic goal setting will enable easier completion of assignments. • There are four main kinds of objective questions on assessments. • Essay questions ask one to organize what is known and understood and express it in response to a particular question. • Cornell note taking enable students to organize information in an organized fashion that makes it easier for study.

INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Communication	1. 9-12.9.1.12 B.4.a
2. Punctuality	2. 9-12.9.1.12 B.4.b
3. Time management.	3. 9-12.9.1.12 B.4.c
4. Organization	4. 9-12.9.1.12 B.4.d
5. Decision making	5. 9-12.9.1.12 B.4.e
6. Goal setting	6. 9-12.9.1.12 B.4.f
7. All students will demonstrate critical life skills in order to be functional members of society.	7. 9-12.9.2
8. Self-Management	8. 9-12.9.2.12 B

Inter-Disciplinary Connections:

Study Skills are not an entity on their own. Skills included in this curriculum are ones that are useful in the study of almost every subject. The skills taught can be easily integrated into the content courses being taken including: English, math, science, social studies, and various elective courses

Students will engage with the following text:

Learning and Study Skills (Vol 1 & 2)- HM Study Skills Group – David Mashak

Students will write:

Students will participate in mini lesson of study skills at beginning of each class and then apply learned skills to content areas while completing individual assignments.

Each learning target will be reviewed over a two week period:

- Monday - Communication
- Tuesday – Punctuality, Time Management
- Wednesday - Punctuality, Time Management
- Thursday – Organization

- Monday - Decision Making
- Tuesday - Goal Setting
- Wednesday – Critical Life Skills
- Thursday - Self-Management

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Determine learning style

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

Locate main ideas and details in practice paragraphs

Survey/scan written materials

Map practice paragraphs using graphic organizers

Create Cornell notes

Chart main ideas and details

Create tables, diagrams and graphs

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 guidance from instructor.

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 lesson of study skills at beginning of each class and then apply learned skills to content areas while completing individual assignments.

Accommodations/Modifications:

Instructor will provide assistance to all students during independent work.

Summative Assessments:

Each student is given 2 points (10 daily/ 50 weekly) for each of the following categories:

- **Preparation**
 - **Materials brought to class**
 - **Ready at beginning of period to complete warm up lesson**
- **Organization**
 - **Work is stored in proper folders/binders**
 - **Assignments are easily found**
- **Compliance**
 - **Student completes assigned work**
 - **Time used wisely**
- **Self Monitoring**
 - **Knows what assignments are due**
 - **Checks Genesis account and contacts teachers**
- **Efficiency of Work**
 - **Work is completed to best of ability**

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 2.5 credit course.

Student's subject area teachers are contacted frequently by the academic lab teacher to monitor progress.

Accommodations/Modifications:

This is a resource class and is used to provide the modifications of the IEP to each student. Instructor will provide assistance to students during independent work and ensure IEP requirements are being met in content areas.

Performance Assessments:

NA

Accommodations/Modifications:

NA

Learning Target Resources:

WORK.9-12.9.1.12 B.4 - [*Cumulative Progress Indicator*] - Evaluate the following academic and career skills as they relate to home, school, community, and employment:

WORK.9-12.9.1.12 B.4.a - Communication

WORK.9-12.9.1.12 B.4.b - Punctuality

WORK.9-12.9.1.12 B.4.c - Time management

WORK.9-12.9.1.12 B.4.d - Organization

WORK.9-12.9.1.12 B.4.e - Decision making

WORK.9-12.9.1.12 B.4.f - Goal setting

WORK.9-12.9.2 - [*Standard*] - All students will demonstrate critical life skills in order to be functional members of society

WORK.9-12.9.2.12 B - [*Strand*] - Self-Management

WORK.9-12.9.2.12 B.1 - [*Cumulative Progress Indicator*] - Revise and update the personal growth plan to address multiple life roles.

WORK.9-12.9.2.12 B.2 - [*Cumulative Progress Indicator*] - Apply project planning and management skills in academic and/or occupational settings.

WORK.9-12.9.2.12 B.3 - [*Cumulative Progress Indicator*] - Compare and contrast methods for maximizing personal productivity.