Randolph Township Schools
Randolph High School

Grade 9 - 12 Study Skills Curriculum

There are no secrets to success. It is a result of preparation, hard work, and learning from failure.''

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Randolph Township Schools
Department of Special Services
Grade 9-12 Study Skills

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Randolph Township Schools

Mission Statement

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

Randolph Township Schools
Affirmative Action Statement

Equality and Equity in Curriculum

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

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

RANDOLPH TOWNSHIP BOARD OF EDUCATION
EDUCATIONAL GOALS
VALUES IN EDUCATION

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

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

Randolph Township Schools Department of Special Services
Study Skills
Grades 9-12

Introduction

Our responsibility is to address the academic and emotional needs of all students with an Individual Education Plan (IEP) by providing varied opportunities for growth and enhancement to prepare all learners with the knowledge and skills necessary to compete in our 21st century global society. The Study Skills Program provides students with supportive services to be successful in all educational settings. Students may receive individualized instruction in a specific content or skill area, learn to organize and plan their time effectively and develop strategies to help them successfully complete their course requirements. These concepts may be taught in isolation or through practical application of skills. The teacher will make these determinations based on the individual needs of each student.

The teacher collaborates with students, parents, the general/special teachers, the Child Study Team and administration on an ongoing basis to facilitate the delivery of modifications and supplemental services as required by each student's IEP.

More specifically, emphasis is placed on students taking responsibility for being independent learners. While guided through the transition process from grade nine through post-secondary status, students are taught the self-advocacy skills necessary to achieve success and independence. We believe that each student can reach his/her full potential with a mutual commitment of time, effort, and collaboration among all team members.

Curriculum Pacing Chart

Suggested Time Allotment	UNIT NUMBER	CONTENT - UNIT OF STUDY
4 weeks	I	**Transition and Post- Secondary Planning**
4 weeks	II	**Preparation and Organization**
4 weeks	III	**Learning Strategies**
4 weeks	IV	**Note-Taking Strategies**
4 weeks	V	**Research and Reference Skills**
4 weeks	VI	**Test-Taking Skills**
4 weeks	VII	**Listening and Attention Skills**
4 weeks	VIII	**Reading, Writing, and Grammar Skills**
4 weeks	IX	**Digital Literacy and Digital Citizenship**

The program will revisit all content and units of study throughout the year.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
IEP Direct Goals: 1.8.7 1.8.8 10.1 10.2 10.5 10.6 10.8	Students will understand that change requires adaptation within school and in life.	What adaptations are needed when you are transitioning to a new environment?
	Transitions require setting new attainable goals.	How do I set and track my personal and educational goals?
	Students need to recognize the importance of academic achievement and the impact it has on their future plans.	How does your academic progress impact your future options?
	Self-awareness and self-determination lead to selecting appropriate career/vocational and/or employment opportunities.	What is the best way to communicate with my teachers?
	Preparedness for opportunities requires many skills to maximize potential.	How does choice affect one's future and lifestyle?
	Productive members of society contribute to a better world.	What kind of rewards may be associated with different choices or options?
	KNOWLEDGE	**SKILLS**
	Students will know: Setting transition goals for oneself leads to improved academic and post-secondary preparedness. Good citizenship is required to participate in the 21st Century as active members of a local and global community.	**Students will be able to:** Anticipate upcoming changes and identify modifications necessary to adapt. Set goals. Establish a timeline to work towards a goal. Reflect on current performance and progress towards goal.

		Self-exploration leads to opportunities for enhancement and growth.	Correlate academic achievement and future Apply self-advocacy skills to new situations.
		Success is achieved through experience, hard work, and self- reflection.	Self-Monitor and chart performance/behavior.
			Assume greater responsibility for self.
		The ability to recognize a problem and apply critical thinking and problem-solving skills to solve it is a lifelong skill that develops over time.	Defend the value in taking on a leadership role.
			Increase independent functioning.
		VOCABULARY: transition, responsibility, citizen, resume, working papers,	Develop alternative responses to inappropriate behavior.
		KEY TERMS: challenges, obstacles, critical thinking,	Identify individual short and long-term goals.
			Explore personal interests through interest survey/profiles.
			Evaluate own learning style through inventory and assessment. Apply self-exploration, transition, and citizenship skills to self.
			Apply critical thinking and problem-solving skills in classroom and family settings.
			Implement problem-solving strategies to solve a problem in school or the community.
			Identify challenges and obstacles and utilize strategies to build on strengths and compensate for weaknesses.
			Identify and research vocational preferences, interests, and aptitudes by using assessments.
			Transition from one grade to another, follow a schedule of classes, and move around the building independently.
			Read and understand Individualized Educational Plan (IEP).

ASSESSMENT EVIDENCE: Students will show their learning by:
- Observation checklist
- Self-monitoring checklist
- Teacher observation of desired task

KEY LEARNING EVENTS AND INSTRUCTION:
Suggested Mini Lessons:

9th – 10th grade	11th-12th grade
- Tour of High School - How to open locker - How to use Black Board, Genesis, Safe Assign, Naviance - Introduce Rotational Schedule, block schedule, delayed openings - Explore this year's goals. Introduce and visit Vo-Tech - Assistance with Vo-Tech application - Evaluate goals mid-year - Introduce procedure for course selection - Begin career exploration - Introduce to NJCAN - Introduce students to the email - Introduce students to academic support, programs and clubs available in the high school - Model communication strategies with teachers	- Review procedure for course selection - Continue career exploration - Interviewing skills - Completing an application workshop - Complete NJCAN - Continue with academic support, programs, clubs available in the high school. - Explain requirements for obtaining teacher recommendations.

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	**Unit I – Transition and Post-Secondary Planning** Grade 9 – Transition to high school, organization, vocational assessment and Morris County Vo-Tech visit Grade 10 – Explore leadership opportunities (clubs, sports, extra-curricular activities)	*Resources:* Student Interest Inventory Personality Survey Interest Survey Profile www.njcan.org DOE website Teacher generated survey Skills Assessment Multiple Intelligence Quiz www.literacyworks.org Role-play interview scenarios Post-Secondary school visits (Morris County Vocational School, Berkeley College, Fortis, Anthem Institute, County College of Morris) RHS College and Career Center Transition Coordinator

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
IEP Direct Goals: 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.16	Optimal study habits are directly correlated with academic success.	• What are the organizational habits of successful students?
	Academic success is dependent on a system of preparation and organization.	• Why is it important to be prepared with all the required materials for school and class?
	Preparation and organization are directly related to school success.	• What are your academic and organizational goals?
	Organizational skills are a vehicle to transport individuals to become successful students.	• How will preparation and/or organization help you to reach your goals?
	Optimal study habits are directly correlated with academic success.	• What are the organizational habits of successful students?
	KNOWLEDGE	**SKILLS**
	Students will know: Preparation and organization lead to school success. Good work habits are essential for lifelong learning. Goals can be reached by creating a plan that systematically guides the process of accomplishment. **VOCABULARY**: prioritizing, long term goals, short term goals, time management	**Students will be able to:** Utilize a planner or electronic resource/tool to record and track short and long-term assignments. Utilize assistive technology as an organizational tool. Select the necessary materials required to participate in each lesson (and arrange them on his/her desk). Adhere to time schedules for activities. Prioritize and manage time effectively. Set-up and utilize the binder system.

	KEY TERMS: agenda, Remind app, Blackboard, SIN, planner, Office 365	Identify and bring the necessary supplies to school including books, paper, pens/pencils, device and calculators.

ASSESSMENT EVIDENCE: Students will show their learning by:

- Maintaining an agenda/planner
- Notebook/binder checks
- Students will have necessary materials for class
- Turning in long and short term assignments on time
- Creating and monitoring to do lists
- Reviewing grades on Genesis

KEY LEARNING EVENTS AND INSTRUCTION:
Suggested Mini Lessons:

9th/10th grade	11th/ 12th grade
- Model access Genesis and BlackBoard - Provide time for set up in an organized manner - Provide time to bring in their materials and set up their binders according to their content area and class requirements - Daily agenda check, review each subject - Organizational checklists provided as needed - Reminders on what materials need to be taken home, as needed - During long-term assignments, remind to prioritize and budget their time and tasks - Model technology platforms and allow students to choose which they prefer - Complete and utilize study guides for quizzes and tests - Plan and prepare for quizzes and tests, using notes as a study aid - How to utilize a Table of Contents and prepare for a binder check	- Review using of teacher websites and other technology in order to assist in organization - Assist in time management skills with long term assignments - Break down long term assignments with students who still need support with this skill

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	**Unit II – Preparation and Organization** Planner/Agenda set up Schedule set up Short-term, long-term goals Calendars Binder and supply set up Prioritize tasks for completion	Time Management Strategies http://youtu.be/VUk6LXRZMMk How to organize a planner/agenda http://youtu.be/Lb9PaEZLiJY Google Calendar https://www.google.com/calendar/render?pli=1 Day Viewer https://www.dayviewer.com/ Remind 101 Blackboard Genesis Agenda/Planner Outlook, Google

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grades 9-12 Study Skills
UNIT III: Learning Strategies

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
IEP Direct 1.3	Learning strategies can be applied to class assignments, projects, and tests.	• What skills are required to learn?
	Learning strategies can be based on student's individual learning styles.	• Why is it important to know your learning style?
	Learning strategies improve learning and performance.	• How do learning strategies improve learning and performance in school?
	KNOWLEDGE	**SKILLS**
	Students will know: Various learning strategies and techniques to improve retention and/or memorization of content area material that will aid in the preparation for tests. Awareness of one's own learning style leads to improved performance. Learning strategies benefit learning. **VOCABULARY:** evaluate, identify, compare, contrast, monitor, advocate **KEY TERMS:** auditory, visual, kinesthetic, learning modalities	**Students will be able to:** Choose, construct and utilize graphic organizers. Utilize study guides across content area classes. Apply learning strategies to content area assignments. Utilize peer group and partner learning to enhance learning. Review assignments prior to submission with a checklist. Utilize spellcheck to correctly edit own documents. Recite orally to memorize. Highlight, outline, summarize, self-question, and skim to assist with selected assignments.

		Apply mnemonic devices and other memory techniques.

ASSESSMENT EVIDENCE: Students will show their learning by:
- Description of personal learning style
- Accurate note taking
- Daily grading rubric

KEY LEARNING EVENTS AND INSTRUCTION:

Suggested Mini Lessons:

9th/10th grade	11th/ 12th grade
• Teach students to set measurable, attainable, and realistic goals • Teach students how to navigate Genesis and monitor grades • Model and practice appropriate classroom discussion language and etiquette • Teach appropriate times to seek assistance and how to self-advocate • Establish a study partner • Note taking • Participation in classroom activities • Cooperative learning skills • Decision making • Strategies for staying on task • Learning styles inventory • Introduce students how to access Library Help per period	• Self-advocate for self in the areas of extended time, extra help, copy of class notes, stress and anxiety etc. • List areas of strengths/weaknesses and compile goals for the year • Assess goals at the beginning of each marking period and evaluate the effectiveness/success of each add or edit where necessary • Provide learning strategies for Accuplacer, ASVAB, ACT, SAT, PARCC, Alternative Proficiency Assessments (APA and DLM).

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	**Unit III- Learning Strategies** Memory techniques, mnemonic devices Graphic organizers Strategies – highlighting, outlining, summarizing, self-questioning, skimming	Student Interest Inventory Personality Survey Interest Survey Profile (www.njcan.org, DOE Website, teacher generated survey) Skills Assessment Multiple Intelligence Quiz (www.literacyworks.org) ASVAB review book ACT/ SAT review book PARCC review accessibility features and accommodations

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grades 9-12 Study Skills
UNIT IV: Note-Taking Strategies

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
IEP Direct: 1.4	Proper note-taking skills enhance student performance.	• Why is it important to learn good note-taking skills?
	Good note-taking leads to effective learning and improved comprehension of material.	• How do I utilize notes from various sources?
	Class notes are an essential resource and reference for further learning.	• How do you decide what notes to take?
	KNOWLEDGE	**SKILLS**
	Students will know: Note-taking skills are crucial to academic success. Accurate class notes improve school performance. Notes are a valuable tool for future reference. **VOCABULARY:** abbreviate, highlight **KEY TERMS:** Cornell Note-Taking, outlining, graphic organizer, Venn Diagram, highlighting, annotating	**Students will be able to:** Take and utilize notes from various sources. Utilize correct outline form. Take notes from printed material, oral and visual presentations. Decipher and take notes on important information while reading content area material. Highlight important points in a text or story and take accurate notes to improve comprehension. Distinguish between essential and non-essential information. Use class notes as a study aid (review, organize and re-write).

	Apply various techniques (i.e. graphic organizers, abbreviations, highlighting, outlining).

ASSESSMENT EVIDENCE: Students will show their learning by:
- Accurate note-taking
- Effect use of notes while studying
- Effective use of notes while completing projects/ seminars/ open note tests

KEY LEARNING EVENTS AND INSTRUCTION:
Suggested Mini Lessons:

9th/10th grade	11th/ 12th grade
- Advocate for self in the areas of class copy of notes - How to take Cornell Notes - How to use graphic organizers - How to outline a chapter, take notes from a lecture, or PowerPoint - Use of Apps for note-taking - Learning how to summarize notes - Read over/ recite/ rewrite	- Advocate for self in the areas of class copy of notes - How to take Cornell Notes - How to use graphic organizers - How to outline a chapter, take notes from a lecture, or PowerPoint - Use of Apps for note-taking - Learning how to summarize notes - Read over/ recite/ rewrite

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	**Unit III- Note-Taking Strategies** - The Cornell Note-Taking Method - Outlining - Graphic Organizers - Copying over/record into device	The Cornell Note-taking System lsc.cornell.edu/LSC_Resources/cornellsystem.pdf Note Taking- Cornell Method http://youtu.be/WtW9IyE04OQ How to Outline www.ehow.com/video_4986850_make-outline.html How to Use Graphic Organizers www.youtube.com/watch?v=vpODXZ2aAVk

		Graphic Organizers **www.eduplace.com** Effective Note-Taking http://hs-safari.rtnj.org/?a=28391&s=00:21:59:00&e=00:22:23:24&d=00601AA

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grades 9-12 Study Skills
UNIT V: Research and Reference Skills

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CCSS.ELA-Literacy.W.9-10.4	Reference materials are valuable components of completing class assignments or projects.	• Why is it important to utilize new types of reference materials?
CCSS.ELA-Literacy.W.9-10.5	Research skills build knowledge and are essential for lifelong learning.	• What are the benefits of selecting and defining a topic for research?
CCSS.ELA-Literacy.W.9-10.6.	Research skills can be applied to "real-life" situations.	• How does one apply research skills to the real world?
CCSS.ELA-Literacy.W.11-12.4	Sources need to be evaluated to determine bias and authenticity.	• Why is it important to evaluate sources?
CCSS.ELA-Literacy.W.11-12.5	**KNOWLEDGE**	**SKILLS**
CCSS.ELA-Literacy.W.11-12.6.	**Students will know:** The research process requires a system of preparation and planning. Effective research leads to knowledge and success across all content areas. How to create a document and presentation via Office 365 and operate Black Board to complete assignments. How to communicate with peers and teachers. **VOCABULARY:** Valid, reliable, relevant, credible, ethical, unethical, bias, plagiarism **KEY TERMS:** online databases, production and distribution of writing	**Students will be able to:** Summarize and paraphrase key points in text. Conduct short as well as more sustained research projects to answer a question or solve a problem. Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Identify basic digital citizenship characteristics. Access technology to locate and research topics.

		Explore software materials to reference information regarding a topic of interest.
		Independently select and define a topic to research.
		Compile a bibliography with sources on a given subject.
		Follow a standard format for citation.

ASSESSMENT EVIDENCE: Students will show their learning by:
- Completing short and long term research projects
- Submitting assignments on time
- Independent use of online resources

KEY LEARNING EVENTS AND INSTRUCTION:
Suggested Mini Lessons:

9th/10th grade	11th/ 12th grade
• Model how to access Library Media Center (online databases) • Model summarizing to avoid plagiarism • Model paraphrasing • Model how to use Easy Bib • Provide strategies to develop and strengthen clear thesis strategies • Provide strategies to plan, revise, edit and rewrite • Plagiarism and citation of sources • Model use of Safe Assign • Model submission through Black Board	• Model how to access Library Media Center (online databases) • Model summarizing to avoid plagiarism • Model paraphrasing • Model how to use Easy Bib • Provide strategies to develop and strengthen clear thesis strategies • Provide strategies to plan, revise, edit and rewrite • Plagiarism and citation of sources • Model use of Safe Assign • Model submission through Black Board

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 Weeks	**Unit IV- Research and Reference Skills** • Question and topic to research • Develop a thesis statement • Plagiarism • Paraphrasing • Citing MLA • Credible Sources	How to Annotate http://youtu.be/IzrWOj0gWHU Easy Bib Digital Annotation Resources http://www.easybib.com/apa-format/website-citation http://www.easybib.com/mla-format/website-citation http://www.citationmachine.net/ http://www.citefast.com/ Understanding Plagiarism and its Consequences http://hs-safari.rtnj.org/?a=259240&s=00:18:28:00&e=00:18:43:00&d=30806AA Organizing Research http://hs-safari.rtnj.org/?a=12555&s=00:18:54:16&e=00:19:49:16&d=01290AA Presenting & Communicating Research http://hs-safari.rtnj.org/?a=12556&s=00:17:57:24&e=00:19:20:00&d=01420AA

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
IEP Direct Goals: 1.6	Test-taking strategies can alleviate anxiety.	• How does one develop the ability to prepare for different types of tests? • Why do we take tests?
	Test-taking strategies can improve grades.	• What are the benefits of utilizing test-taking strategies?
	Evaluating test grades can improve future performance.	• How does one apply test-taking kills to the real world? • Why is it important to predict information to be covered on a test? • Why is it important to evaluate test-taking skills?
	KNOWLEDGE	**SKILLS**
	Students will know: Application of a variety of test-taking strategies can improve test performance. Assessments provide students with opportunities to demonstrate what they have learned. Assessments should be used as a learning tool to improve future performance. Assessment strategies vary according to type (e.g., authentic, formative, summative). **VOCABULARY:** Perseverance, stamina, eliminate, proofread, modifications	**Students will be able to:** Retain important information. Review and check test responses for accuracy. Predict information to be covered on a test. Anticipate and prepare for quizzes/tests. Review test results in order to improve future performance. Integrate class and text notes as a study aid. Apply appropriate memorization strategies.

	KEY TERMS: multiple choice, open ended, short answer, fill in the blank, essay, extended response, constructed response	Apply strategy of saving difficult items until last. Eliminate answer choices. Respond appropriately to an essay type question and define test question words, "compare/contrast", "analyze", "reflect", "synthesize". Apply strategies for taking true/false, matching, multiple choice, and word completion format tests. Monitor time spent per test item. Identify and ignore irrelevant statements or information. Arrange test-taking materials for efficient use.

ASSESSMENT EVIDENCE: Students will show their learning by:
- Reflection
- Formative/summative assessments
- Exit tickets
- Observation
- Completed study tools (flashcards, study guides, etc.)

KEY LEARNING EVENTS AND INSTRUCTION:
Suggested Mini Lessons

9th /10th grade	11th /12th grade
• Review key words found on assessments • Provide opportunities for following direction activities • Remind students of different test-taking strategies • Provide time for reflection on which strategies work best • Review techniques for reducing text anxiety • Provide time for practice PARCC tests • Note-taking while watching an informational video	• Review different key terms for test taking • Reinforce the importance of reading directions on all parts of the test • Independent application of study tools • Recognizing and reducing test anxiety independently • Continued practice for PARCC • View different sources to support test taking strategies • Provide timeline for ACT/ SAT, ASVAB, Accuplacer • Review strategies for ACT/ SAT, ASVAB, Accuplacer

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	**Unit VI- Test Taking Skills** • Testing vocabulary • Types of tests: multiple choice, essay, matching, true/false • Evaluate test results to improve future performance • How to arrange materials	**Test taking Strategy** http://youtu.be/4Y1HT3WShI4 http://youtu.be/M5ufbqAzzCc **Study Skills** http://hs-safari.rtnj.org/?a=18305&s=00:18:49:03&e=00:19:37:20&d=01775AA **Taking Reading Comprehension Tests** http://hs-safari.rtnj.org/?a=24019&s=00:22:41:10&e=00:23:52:08&d=01796AA **Taking Math Tests** http://hs-

		safari.rtnj.org/?a=31856&s=00:23:08:09&e=00:23:23:27&d=01795AA **Test Anxiety** http://hs-safari.rtnj.org/?a=18835&s=00:22:46:26&e=00:23:11:00&d=01818AA **Answering Test Questions** http://hs-safari.rtnj.org/?a=31859&ch=9&d=00164AA ASVAB review book SAT/ACT Review book

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
IEP Direct Goals: 1.7 5.62-5.75 5.121-5.132	Specific strategies can be learned to improve listening and understanding.	• How can I benefit from utilizing listening strategies during class?
	Specific behaviors result in improved listening and understanding.	• What do good listeners do?
	Attention and focus improve student performance.	• How can I improve my school performance? • How can I become more engaged in my learning?

KNOWLEDGE	SKILLS
Students will know: Key strategies for listening and understanding (e.g., attention, focus, pre-listening). Strategies to transfer listening and attention skills in academic and non-academic settings **VOCABULARY:** attention, focus, facts **KEY TERMS:** recall, key words, main idea	**Students will be able to:** Follow oral directions of increasing length. Apply pre-listening strategies. Listen for and identify key words. Recall facts and main ideas from various sources. Recall, reorganize and rework oral presentations. Apply previously presented auditory information to new situations. Maintain eye contact with the speaker for duration. Attend to tasks without distraction during individual, small group and full class lessons.

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		Apply new learning and listening strategies (e.g., how to remember material).
		Recall strategies for applying previously learned information to new situations.
		Distinguish between productive and non-productive work/study habits.

ASSESSMENT EVIDENCE: Students will show their learning by:
- Review class notes
- Application to tests in the content area

KEY LEARNING EVENTS AND INSTRUCTION:
Suggested Mini Lessons:

9th / 10th grade	11th/ 12th grade
• Model attentive behavior- eye contact, posture, being prepared with classroom material	• Model attentive behavior- eye contact, posture, being prepared with classroom material

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 Weeks	**Unit VII– Listening and Attention Skills** Pre-listening strategies Listening skills Focus and refocus strategies Attention to task Following directions	Listening Skills http://youtu.be/C8zNx_IarUw Ted Talk – 5 Ways to Listen Better http://youtu.be/cSohjlYQI2A Following Directions Using Your Brain http://channel.nationalgeographic.com/channel/brain-games/videos/following-directions/

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CCSS: RL.9-10.1 RL.9-10.2 RL.9-10.6 RL.9-10.10 RI.9-10.1 RI.9-10.4 L.9-10.2 L.11-12.2 W.9-10.5 W.9-10.6 W.11-12.5 W.11-12.6	Reading requires the ability to apply a variety of strategies in order to support the growth of the reader.	• What do good readers do? How can one evolve as a reader?
	Authors write for a variety of purposes and audiences.	• How does improvement in reading help us to learn in content area courses? • Why am I writing? For whom?
	Readers better appreciate literature when they understand the author's background and writing style.	• What is the author saying?
	The utilization of reading strategies increases comprehension and meaning in text.	• How do texts differ, and how should I read as a result?
	Written communication and proper grammar and mechanics promote fluency of communication.	• What should I do when the text doesn't make any sense?
	Author's choice of text structure, event order, time manipulation, and ideas or claims are developed, refined, and create different effects on the reader.	• What is the purpose of applying grammar skills?

	KNOWLEDGE	SKILLS
	Students will know: There are different types of texts across content areas and genres. Strategies to read high quality literature (fiction and non-fiction) for comprehension, evaluation and synthesis. Basic rules of English grammar. The five-step writing process.	**Students will be able to:** Explore computer programs that develop writing skills. Determine the meaning of words and phrases as they are used in text. Analyze how the author's choice of structure creates different effects on the reader. Determine the author's point of view.

	VOCABULARY: annotating, thesis, summarizing, inferences, context, compare, contrast, support, analyze, quote	Expand vocabulary.
	KEY TERMS: Cross-content, supporting details, main idea, in-text citation	Apply comprehension strategies across cross-content text Utilize correct capitalization and punctuation.
		Apply the process of summarizing and annotation.
		Identify the main idea and supporting details.
		Identify and define vocabulary in context. Make inferences based on facts.

ASSESSMENT EVIDENCE: Students will show their learning by:

- Reflection- Journal, peer and teacher editing
- Check lists
- Written plans- brainstorming, outlining, note taking
- Completed assignments such as essays, research papers, summaries of text

KEY LEARNING EVENTS AND INSTRUCTION:
Suggested Mini Lessons:

9th/ 10th grade	11th / 12th grade
- Introduce Cloze reading - Introduce Annotating - Develop Outlines - Development of study guides - Provide skills for reading across contents	- Review Outlines - Reinforce Cloze reading - Review Annotating - Develop study guides - Review skills in reading across contents

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	**Unit VIII – Reading, Writing and Grammar Skills** Reading Writing Grammar	**How to Annotate** http://youtu.be/IzrWOj0gWHU **Close Reading** http://youtu.be/XFRClI2q18Y http://youtu.be/9emLkXlMcOs **Using the Writing Process** http://hs-safari.rtnj.org/?a=68377&s=00:16:47:18&e=00:17:58:06&d=02253AA **They're/Their/There** http://hs-safari.rtnj.org/?a=145453&s=00:02:08:00&e=00:02:32:00&d=12398AA **Capitalizing Proper Nouns and Proper Adjectives** http://hs-safari.rtnj.org/?a=145459&s=00:01:13:00&e=00:02:20:00&d=12372AA **Identifying Verbs** http://hs-safari.rtnj.org/?a=140683&s=00:02:26:00&e=00:03:00:00&d=12351AA **Identifying Adverbs** http://hs-safari.rtnj.org/?a=141331&s=00:03:28:00&e=00:03:45:00&d=12361AA **Identifying Nouns http://hs-safari.rtnj.org/?a=140825&s=00:02:04:00&e=00:03:02:00&d=12344AA** **Active and Passive Voice** http://hs-safari.rtnj.org/?a=145586&s=00:02:10:00&e=00:02:41:00&d=12384AA

		Commas & Independent Clauses http://hs-safari.rtnj.org/?a=141451&s=00:01:00:00&e=00:01:46:00&d=12369AA **Understanding Plagiarism and its Consequences** http://hs-safari.rtnj.org/?a=259240&s=00:18:28:00&e=00:18:43:00&d=30806AA

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
NJCCCS: 8.1.12.A.3 8.1.12.D.1 8.1.12.D.4 8.1.12.E.2 8.2.12.A.1 9.1.8.E.1 9.1.8.E.2 9.1.8.E.3 9.1.8.E.4 9.1.8.E.5 IEP Direct: 3.88 3.99	Digital technology allows us to effectively and critically navigate, evaluate and create information.	What role does the media play in our lives?
	The understanding that everything one posts online becomes part of a public online presence known as a digital footprint.	What is our ethical responsibility in relation to the media?
	Individuals must make responsible choices and access information by locating and sharing materials and comprehending information and ideas.	What are my rights and responsibilities as a digital citizen?
	KNOWLEDGE	**SKILLS**
	Students will know: Digital literacy helps to create lifelong learners. The impact on society of unethical use of digital tools. Digital literacy requires certain skills sets that are interdisciplinary in nature. Individuals have the power to make choices and access information by locating and sharing materials and comprehending information and ideas. Digital citizens have a responsibility to comply with appropriate social and ethical standards. Cyberspace crimes impact the school community and global society at large.	**Students will be able to:** Utilize technology and digital tools to acquire the appropriate resources for lifelong learning. Reflect on the ethical use of digital tools. Create content in a variety of forms, making use of language, images, sound, and new digital tools and technologies. Reflect on one's own conduct and communication behavior by applying social responsibility and ethical principles. Evaluate the individual rights and responsibilities of a digital citizen.

	VOCABULARY: ethical, **KEY TERMS:** digital literacy, digital citizen, virtual computer, digital collaboration	Connect critical thinking and problem solving skills to technology for a variety of purposes. Utilize the internet and available classroom technology to display written information flexibly and dynamically. Utilize key technology vocabulary (ex. network, drive, software, HTML, PDF, virtual conference, BIT, Byte, Cold boot).

ASSESSMENT EVIDENCE: Students will show their learning by:
- Observation of daily use of technology

KEY LEARNING EVENTS AND INSTRUCTION:
Suggested Mini Lessons:

9th /10th /11th / 12th grade		
• Email etiquette • Writing appropriate emails • Submitting assignments to Safe Assign		

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 Weeks	**Unit IX – Digital Literacy and Digital Citizenship** Digital Literacy Digital Citizenship	**Digital Literacy** http://youtu.be/A8yQPoTcZ78 http://youtu.be/0UuShwtYpGg http://youtu.be/aem3JahbXfk **Digital Media: New Learners of the 21st Century http://hs-safari.rtnj.org/?a=270305&s=00:52:15:00&e=00:53:45:00&d=37196AA** **Keeping Safe Online** http://hs-safari.rtnj.org/?a=262296&s=00:21:31:00&e=00:22:02:00&d=30798AA

What is Inclusion?
In an inclusion setting, students with special needs are taught alongside their non-disabled peers in the regular education setting. In an ideal situation, two teachers provide instruction to a group of diverse students not by simple collaboration of ideas but rather collaboration in planning, teaching, and assessing. Both teachers have ownership of all students in the classroom and share responsibility for the planning and delivery of instruction.

This In-Class Support (ICS) Guide has been developed to provide support to high school teachers in the inclusion setting across all academic discipline areas.

There are some important guidelines to consider when creating a positive co-teaching environment in an inclusion classroom setting. According to the National Education Association (NEA), the following steps are helpful in creating a successful teacher partnership:

1. Establish rapport. To be effective in an inclusion classroom, the regular classroom teacher and the special education teacher need to establish a positive relationship. It is important to get to know each other on a personal level. Try to find things you have in common. Let the students know you are supportive of each other and that you have an established working relationship.

2. Identify your teaching styles and use them to create a cohesive classroom. It is not likely that two teachers will have the exact same teaching styles. Differences in teaching approaches help reach more students and may even complement each other.

3. Discuss strengths and weaknesses. By identifying strengths and weaknesses in teaching styles, teachers can establish who will lead lessons and who will offer support. Differentiation in instruction will meet the needs of more students in the classroom. Each teacher has the opportunity to reach students on different skill levels.

4. Discuss Individualized Education Plans and regular education goals. The special educator should work to involve the regular educator in the special education process. Modifications and accommodations as well as the goals and objectives must be met for the child so having both teachers responsible ensures that this occurs

5. Formulate a plan of action and proceed as a unified team.

Teachers will consider the following items when planning instruction:

- Scheduling
- Student behavior
- Classroom procedures
- Classwork and homework policies
- Class and school rules and procedures
- Grading Policy
- Communication between home and school

Co-Teaching Models:
1. One Teach, One Observe:
This method allows one teacher to provide instruction while the other collects data on the students' academic, behavioral, or social skills. It is best to implement this model at the start of the school year for initial observation of students. This approach should be implemented less often than other models throughout the remainder of the school year.

2. Small Group Instruction/Stations:
The content for the lesson is divided into three parts as are the students in the class and the time available for instruction. Students rotate through the three groups. Two groups involve teacher-led or –facilitated instruction. The third station comprises an independent activity.

3. Parallel Teaching:
This method provides opportunities for teachers to maximize participation and minimize behavior problems. The class gets divided in half and each teacher provides the same instruction to each group. The students should be grouped in a flexible manner that is based on student skill level and academic needs. The small group instruction helps students to master skills at their own pace.

4. Alternative Teaching:
This method allows teachers to target the unique needs of a specific group of students by using student data to create an alternative lesson. During instruction, one teacher manages the large group while the other teacher delivers the same lesson with alternate materials or approaches, to a small group of students for a specific instructional purpose.

5. Teaming:
Teachers use teaming to share the responsibility of instruction. Teacher's roles may shift throughout the lesson, but both teachers are equally responsible for the delivery, instruction, and assessment of material.
Suggested strategies for implementation within the co-teaching setting by the teacher who is not delivering direct instruction. Teacher roles may be reversed depending on the partnership and plans:
1. Write color coded notes on the board-establish key points
2. Check for understanding with individual students

3. Check for engagement. Circulate the room and support students as needed
4. Collect data on student performance, record observations
5. Check with student to ensure they are prepared with the necessary materials
6. Reinforce appropriate behavior
7. Begin setting up for the next activity
8. Provide examples to support instruction
9. Echo key terms and vocabulary
10. Handle classroom management issues, such as student sign-outs, phone calls to minimize disruptions in learning
11. Create informal assessments
12. Record notes and upload to Blackboard for student access
13. Send Remind texts to students and parents regarding upcoming homework, assignments, and/or events
14. Record participation grades
15. Model lesson concepts
16. Ask clarifying questions, reword and repeat directions for student benefit
17. Provide kinesthetic tools, manipulatives, aides and props
18. Provide technological support for presentations
19. Conduct individual student conferences
20. Conduct notebook/binder checks
21. Restate the lesson objective
22. Give countdown- time clues - use an online timer
23. Flip-flop calling on students
24. Reference websites to pair visuals with content
25. Have reluctant participants share answers privately
26. Direct the paraprofessional/aide in the classroom to assist students as necessary
27. Choose and provide appropriate graphic organizers to complement lesson

Modification Chart: It is recommended that teachers create a modification chart for each student to provide quick access to student information in order to ensure compliance with student IEPs. The chart includes the following:
- Student Name
- Modifications/Accommodations/Instructional Strategies
- Case Manager
- Study Skills teacher

This information will remain confidential at all times.

Assessments/Assignment Modifications: In order to be in compliance with student IEPs, modifications and accommodations are incorporated into the planning, content, and assessment of course material. It is the legal responsibility of both teachers to be in compliance with students' IEP.

Parent Communication: In order to share teaching responsibilities and present a team approach, both teachers are included in parent communication. In certain circumstances, phone calls are more effective than e-mails and both teachers are encouraged to participate in the conversation.

Study Skills Communication: It is beneficial for co-teachers to communicate regularly with their students' various Study Skills teachers and to inform them of upcoming assignments and assessments. It is equally important to contact the Study Skills teachers for extra support and/or when a student is missing assignments. Collaboration amongst the team of special education and regular education teachers is crucial for student success at this level.

IEP Direct Input/Updates: Upon each student's annual review, teachers are responsible for a current report of the student's progress. The regular education and special education teachers work collaboratively to assess students' present level of academic performance and need for modifications in the IEP.

Specific Strategies and Shared Responsibilities that have work in the past include:

Strategy/Responsibility	Who is Responsible?
Modification of Curriculum and Material	Special Ed. Teacher with Gen. Ed. Input
Creating Assessments	Gen. Ed. Teacher with Reg. Ed. Input
Lesson Presentation	Both
Creating Study Guides for tests/quizzes	Special Ed. Teacher with Gen. Ed. Input
Identifying Course Goals/Objectives	Regular Ed. Teacher
Grouping/Pairing of Students	Both
Distribution of Materials/Assessments	Both
Small Group Instruction (Stations, Enrichment, Re-teaching)	Both
Grading	Both
Provide visual cues during instruction	Both
Identify IEP Objectives for Special Ed. Students	Special Ed. Teacher
Plan Instructional activities to achieve goals?	Both
Teach Study Skills and Learning Strategies	Special Ed. Teacher
Establish and implement a classroom management plan	Both

Partner Contributions and Considerations:
- Understanding of different learning styles and modalities
- Developing a safe and comfortable learning environment for all students
- Provide differentiated lessons that appeal to all learners
- Develop a rigorous learning environment
- Always keep students' academic, social, and emotional needs in mind
- All teachers are responsible for student learning and success; however, each co-teaching partnership is unique and teachers should divide roles and responsibilities based on individual strengths, weaknesses, and teaching styles
- Vary your teaching styles, assisting, leading, or following one another's lead with shared lesson delivery during whole-class, small group, or individualized instruction
- Respect that you and your co-teacher may have personality differences and unique teaching styles, but share a common goal of positive student outcomes as your collaborative goal
- Honest, timely communication is essential

Questions to ask yourself regarding the effectiveness of the collaboration situation and structure of your classroom.

ICS checklist:

	Yes	No
Are both teachers actively engaged in both the teaching and learning process of the lesson?		
Is the teacher who is more knowledgeable of the content leading the lesson?		
Are both teachers viewed as equals?		
Is there mutual respect between both teachers?		
Do you have common planning time?		
Are assessments and assignments being modified to meet all student's needs?		
Are both teachers informed about each student's IEP and/or the learning styles of the ALL students?		
Are the students monitored for progress frequently?		
Are the classroom tasks being shared? (i.e. grading, parent contacts)		
Are there a variety of grouping arrangements utilized?		
Is the instruction shared, depending on student needs?		

Adapted from: Beninghof, Anne M. *Co-teaching That Works: Structures and Strategies for Maximizing Student Learning*. San Francisco, CA: Jossey-Bass, 2012. Print.