

**Randolph Township Schools
Randolph Middle School
Grades 6-8 Study Skills Curriculum**

*“Challenges are what make life interesting and overcoming
them is what makes life meaningful.”*

Joshua J. Marine

Department of Special Services
Everlydis Falcon-Duran, Supervisor

Curriculum Committee
Andrea Hodgson
Casey Kayser
Katharine Russell

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**Randolph Township Schools
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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.

**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

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**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

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Introduction

The goal of the grade 6-8 Study Skills curriculum is to address the academic, social, and emotional needs, as well as the executive functioning of all students with an Individual Education Plan (IEP). The Randolph Middle School Study Skills curriculum is tailored to accommodate students' needs and abilities driven by the IEP. The IEP will identify and address specific skills for each individual student. Study Skills offers a balanced approach between supporting content area classes and meeting the specific goals and objectives of each student. The goal of the program is to help students reach their greatest potential and be prepared to be successful socially and academically in and out of the classroom. The skills and strategies learned in Study Skills build on each other as the student enters each new grade level. It is also the goal of the program to teach the necessary skills and strategies for lifelong learning. Study Skills provides students with an opportunity to become independent learners in the 21st Century. The goals in this course will be guided by the New Jersey Student Learning Standards, Collaborative for Academic, Social, and Emotional Learning (CASEL), NJ IEP (Individual Education Plan) goals, and Randolph Township Board of Education goals.

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Curriculum Pacing Chart**

SUGGESTED TIME ALLOTMENT	FLOATING UNIT NUMBER	CONTENT - UNIT OF STUDY
4 weeks	I	Organizational Skills
4 weeks	II	Best Classroom Practices and Learning Styles
3 weeks	III	Math Strategies
3 weeks	IV	Reading and Writing Strategies
4 weeks	V	Technology Literacy
2 weeks	VI	Test Taking Strategies
5 weeks	VII	Transition/21 st Century Skills
6 weeks	VIII	General Education Support
5 weeks	IX	Capstone Support

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Unit I: Organizational Skills

TRANSFER: Students will be able to independently apply learned skills to become successful graduates.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
NJ IEP Goal Bank Version 11 <i>Preparation and Organization:</i> 1.1: The students will come to school on time and be prepared with all the required materials (e.g. textbooks, notebooks) for all classes. 1.1.8. The student will keep school related materials easily accessible at desk, locker and home. 1.1.9 The students will select the necessary materials required to participate in each lesson and arrange them. <i>Homework and Assignments:</i> 1.2.1 The student will record all homework and school assignments in a school planner or assignment book. 1.2.6 The student will turn in homework assignments on time. 1.2.8 The students will turn in long-term projects on time.	Prioritizing assignments allows for timely completion of work.	How does time management influence task completion?
	Time management and pacing skills are critical for students to complete short- and long-term assignments and become more independent learners.	What does it mean to be an independent student?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	An organized study environment/work area is instrumental to work completion.	Create a list of key components of a successful study area with important materials needed.
	Recording and tracking progress on daily and long-term assignments in the agenda/or on a digital planner is critical to task completion.	Record assignments for classes daily. Refer to the agenda/digital planner as a resource to complete assignments.

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Unit I: Organizational Skills

1.2.14 The student will independently seek out appropriate assistance from teachers and other support staff. CORE SEL COMPETENCIES CASEL: Recognize one’s own emotions, thoughts, and values, and identify how they influence behavior. CASEL: Assess one’s strengths and limitations with a well-grounded sense of confidence, optimism, and a growth mindset. CASEL: Regulate one’s emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself. CASEL: Identify, set, and work toward personal and academic goals. CASEL: Communicate clearly, listen actively, cooperate with others, and seek and offer help when needed. CASEL: Make constructive choices about personal behavior and social interactions. CASEL: Evaluate consequences of one’s actions and consider the well-being of oneself and others.	Prioritizing assignments and the use of time management skills to complete tasks results in meeting deadlines. The organization of binders, folders, notebooks, and virtual learning materials following class requirements will support organization for each subject area.	Prioritize assignments based on due dates and degree of difficulty. Utilize calendars and information pages (print and technology) as needed. Develop a personal time schedule to adhere to due dates. Organize binders per class requirements and/or individualized strategies.
	VOCABULARY: Prioritizing, long-term, short-term, time management KEY TERMS: Agenda, Remind app, Virtual Classroom terminology (i.e.: Teams etc.) Student Interactive Notebook (SIN), Independent Reading Book (IRB)	

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Unit I: Organizational Skills

ASSESSMENT EVIDENCE: Students will show their learning by:

- Maintaining an agenda (written or electronic)
- Teacher observation/questioning/conferencing (students will have necessary materials for class)
- Turning in long-term and short-term assignments on time
- Self-assessments/reflection
- Checklists
- Student recordkeeping and goal setting

KEY LEARNING EVENTS AND INSTRUCTION:

- Mini lessons, Appendix B – Unit I

SUGGESTED TIME ALLOTMENT	4 Weeks
SUPPLEMENTAL UNIT RESOURCES	Microsoft Power Point, Microsoft Word or Multi-Media Presentation tools, Microsoft Outlook or digital planner, Office 365

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Unit II: Best Classroom Practices and Learning Styles

TRANSFER: Students will be able to advocate independently for individual academic, behavioral, emotional and physical needs.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
NJ 2016 SLS: ELA <i>Literacy – Speaking & Listening:</i> NJSLSA.SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. NJ IEP Goal Bank Version 11 <i>Learning Strategies:</i> 1.3 The student will learn a number of new strategies (e.g. how to remember material) and demonstrate these strategies when completing projects or tests. 1.4 Student will learn how to take notes.	Self-advocacy is an important quality of a successful and independent learner.	How can you advocate for yourself in the classroom?
	Decision making and effective social skills are crucial for success in school and in life.	How can social skills and decision making affect your success academically and in the future?
	Listening critically and distinguishing key information during instruction is a part of active learning.	How can listening critically help you determine key information in the classroom?
	It is important for students to understand their learning styles to become successful learners.	How do you identify how to learn best and apply strategies in specific learning environments?
	Students’ understanding of their learning styles assists them in developing effective studying practices.	How can the identification of learning style benefit your study habits?

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Unit II: Best Classroom Practices and Learning Styles

<i>Homework and Assignments:</i> 1.2.13 The students will accept appropriate assistance from teachers and other support staff without protest. 1.2.14 The student will independently seek out appropriate assistance from teachers and other support staff. CORE SEL COMPETENCIES CASEL: Recognize one’s own emotions, thoughts, and values, and identify how they influence behavior. CASEL: Assess one’s strengths and limitations with a well-grounded sense of confidence, optimism, and a growth mindset. CASEL: Regulate one’s emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself. CASEL: Identify, set, and work toward personal and academic goals. CASEL: Communicate clearly, listen actively, cooperate with others, and seek and offer help when needed.	<u>KNOWLEDGE</u> Students will know: Self-advocacy is an important tool to support academic success. Listening critically and engaging in meaningful discussions foster academic success. Consequences, both positive and negative, can have an impact, personally and academically. There are a variety of learning styles. There are various learning strategies that can be implemented to support academic success.	SKILLS Students will be able to: Self-assess their own needs and seek support when necessary. Actively listen in the classroom by answering questions, taking notes, and engage in discussion using accountable talk strategies. Evaluate how their independent actions and choices impact a situation’s outcome. Identify their specific learning style based upon self-reflection and/or classroom assessment. Describe the strengths and weaknesses of their specific learning styles. Choose specific strategies that support their learning style academically.
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Unit II: Best Classroom Practices and Learning Styles

CASEL: Make constructive choices about personal behavior and social interactions. CASEL: Evaluate consequences of one's actions and consider the well-being of oneself and others.	Note-taking strategies support the learning process and support effective communication.	Determine important information, take notes and participate in classroom discussions. Identify and use note-taking strategies.
	VOCABULARY: evaluate, identify, compare, contrast, monitor, advocate KEY TERMS: auditory, visual, kinesthetic, learning modalities	
ASSESSMENT EVIDENCE: Students will show their learning by: • Completing student self-reflection with teacher observation • Conferencing • Completing Learning Style Inventory • Describing personal learning style • Setting goals • Accurately note taking KEY LEARNING EVENTS AND INSTRUCTION: • Mini lessons, Appendix B – Unit II		
SUGGESTED TIME ALLOTMENT	4 weeks	

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Unit II: Best Classroom Practices and Learning Styles

SUPPLEMENTAL UNIT RESOURCES	Graphic Organizers Safari Montage: Study Skills Playlist Power Points, Brain Pop: “Getting Help”, “Peer pressure” Accountable talk sentence starters
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Unit III: Math Strategies

TRANSFER: Students will be able to independently apply mathematical knowledge to analyze mathematical relationships in order to make decisions and solve problems.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
NJ 2016 SLS: Math NJSLSA.6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.” NJSLSA.6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$ and use rate language in the context of a ratio relationship. For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar.” “We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.”	Computational fluency includes understanding the meaning and the appropriate and precise use of numerical operations.	What makes a computational strategy both effective and efficient?
	Positive and negative numbers can be represented on a number line.	How do positive and negative numbers relate to the real world?
	Algebraic expressions and inequalities are used to model real-world problems and represent quantitative relationships.	How can we develop and use mathematical models to describe real-world relationships?
	<u>KNOWLEDGE</u> Students will know:	SKILLS Students will be able to:
	A rational number can be represented as a point on a number line. A unit rate a/b is associated with the ratio $a:b$ with b not equal to 0.	Find and position relational numbers on a number line. Solve unit rate problems including those involving unit pricing and constant speed.

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Unit III: Math Strategies

NJSLSA.7.EE.A.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	Solving an equation involves applying the properties of operations and substituting values for the variable to check the validity of the solution(s).	Solve equations and inequalities and check the solution(s).
NJSLSA.8.NS.A.1 Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually and convert a decimal expansion which repeats eventually into a rational number. NJ IEP Goal Bank Version 11 4.144 Given :real-world and mathematical problems involving fractions the student will use ratio and unit rate to solve the problems. 4.151 Student will add rational numbers and represent the addition on a number line. 4.160 Student will solve :number of expressions and equations.	VOCABULARY: number line, integer, absolute integer, ratio KEY TERMS: plot, rational numbers, evaluate the expression, solve the equation, inverse operations	

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Unit III: Math Strategies

ASSESSMENT EVIDENCE: Students will show their learning by:

- Plotting points on number line
- Identifying positive and negative numbers
- Identifying ratios
- Writing ratios using different models
- Writing and solving equations
- Identifying parts of an equation

KEY LEARNING EVENTS AND INSTRUCTION:

- Mini lessons, Appendix B – Unit III

SUGGESTED TIME ALLOTMENT	3 weeks
SUPPLEMENTAL UNIT RESOURCES	Students will utilize the appropriate digital resources from the bank below to meet their unique goals across this unit of study. Kahoot MobyMax IXL.com Khan Academy Math in Focus ScootPad

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Unit IV: Reading and Writing Strategies

TRANSFER: Students will be able to independently apply reading and writing strategies in order to become successful communicators.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
NJ 2016 SLS: ELA <i>Literacy – Reading Informational Text:</i> NJSLSA.RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. NJSLSA.RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. NJSLSA.RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. NJSLSA.RI.6.4. Determine the meaning of words and phrases as they are used in a text,	Students will develop a variety of reading strategies to be utilized in their content area classes.	What are effective reading strategies?
	Students will identify which reading strategies suit their individual learning style.	Which reading strategies do students need in order to be successful in specific content areas?
	Students will understand the importance of developing strong writing and research skills.	How do writing and research strategies enable students to strengthen their writing?
	<u>KNOWLEDGE</u> Students will know:	SKILLS Students will be able to:
	A variety of reading strategies (re-reading, annotating, using context clues, and self-monitoring etc.) can be	Identify or describe a variety of reading strategies.

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Unit IV: Reading and Writing Strategies

including figurative, connotative, and technical meanings. NJSLSA.RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. NJSLSA.RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. NJSLSA.RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. NJSLSA.RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. NJSLSA.RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	implemented to assist them in breaking down a text. Strategies such as annotating text, context clues, and self-monitoring can be used to aid in the comprehension of a text. Students will be able to write a paragraph and essay in content area classes.	Annotate text to understand the main ideas and relevant details to make sense of the text. Use context clues to define new vocabulary found in text. Self-monitor understanding of independent reading and respond accordingly. Select the appropriate strategy necessary to comprehend the text. Discuss main ideas using paraphrasing techniques.
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Unit IV: Reading and Writing Strategies

NJSLSA.W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) NJSLSA.W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) NJSLSA.W.8.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. NJSLSA.W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new	VOCABULARY: annotate, comprehend, context clues, text, fiction, non-fiction, informational text, text format, text features, primary resource, secondary resource, claim, evidence KEY TERMS: central idea, prefix, suffix, root words, climax, sequence, perspective, bias	
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approach, focusing on how well purpose and audience have been addressed. NJSLSA.W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. NJSLSA.W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. NJSLSA.W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. NJSLSA.W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. NJSLSA.W.6.8 Gather relevant information from multiple print and digital sources;		
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assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. NJSLSA.W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. NJSLSA.W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. NJSLSA.W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.		
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NJSLSA.W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. NJSLSA.W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. NJSLSA.W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of		
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Unit IV: Reading and Writing Strategies

discipline-specific tasks, purposes, and audiences.		
ASSESSMENT EVIDENCE: Students will show their learning by: • Annotating accurately • Applying different reading strategies • Identifying evidence within text • Summarizing passages (verbal or written) • Discussing their reading • Applying vocabulary KEY LEARNING EVENTS AND INSTRUCTION: • Mini lessons, Appendix B – Unit IV		
SUGGESTED TIME ALLOTMENT	2 weeks	

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Unit IV: Reading and Writing Strategies

SUPPLEMENTAL UNIT RESOURCES	www.newsela.com for online reading of informational text (Leveled to individual needs) Brain Pop: “Reading Skills”, “Main Idea”, “Context Clues” www.quizlet.com Reading Express Lessons www.Lexialearning.com ScootPad Readworks.org MobyMax Commonlit.org Quill.org Albertio
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Unit V: Technology Literacy

TRANSFER: Students will be able to effectively communicate for different purposes and varied audiences using appropriate media, independently.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
NJ 2016 SLS: COMPUTER SCIENCE AND DESIGN THINKING Technology: 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.	Students should utilize technology as a resource for their learning across the curriculum.	How can technology enhance your learning?
	Students should be able to recognize reliable sources of online information to support academic learning.	How can you evaluate credible sources?
	Students should be able to manipulate online platforms and communicate with their peers and teachers appropriately.	How can you communicate through online technology?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Digital citizenship: They have an ethical responsibility to use digital tools appropriately and follow digital citizenship guidelines.	Digital citizenship: Navigate through digital media to determine credible sources.

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Unit V: Technology Literacy

8.1.8.D.4 Assess the credibility and accuracy of digital content. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.	Resources and tools: There are a variety of technological tools that can be utilized for academic success. That digital literacy supports learning. That using specific technology can support individual strengths and weaknesses.	Model appropriate online behaviors. Identify the impact of unethical use of digital tools. Utilize strategies that enable them to stay safe online. Appropriately use of online technology/Social media. Resources and tools: Evaluate which technological resource is appropriate for a given task. Select and use the best technological tool for a specific academic assignment. Use specific online platforms appropriately to complete assignments.
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Unit V: Technology Literacy

	Communication/Collaboration: That using their online voice appropriately can create positive change.	Communication/Collaboration: Create appropriate online communications using various digital platforms. Use technology to support self-advocacy. Utilize digital platforms to create collaborative work.
	VOCABULARY: valid, reliable, relevant, credible, ethical, unethical KEY TERMS: digital media, plagiarism	
ASSESSMENT EVIDENCE: Students will show their learning by: • Completing writing assignments • Presenting digital assignments • Communicating with peers and teachers • Reflecting KEY EARNING EVENTS AND INSTRUCTION: • Mini lessons, Appendix B – Unit V		
SUGGESTED TIME ALLOTMENT	4 weeks	

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Unit V: Technology Literacy

SUPPLEMENTAL UNIT RESOURCES	Safari Montage: Study Skills Playlist • Evaluating Sources • Media literacy Brain Pop: “Internet Searches” Cloud based storage options (i.e.: Office 365, google docs etc.) RMS online data base Noodle Tools
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Unit VI: Test Taking Strategies

TRANSFER: Students will be able to independently identify and prepare for stressful situations in order to reduce anxiety.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
NJ IEP Goal Bank Version 11 <i>Test Taking Strategies:</i> 1.6 Test Taking Strategies- The student will learn and utilize new test taking strategies (i.e. answering easy questions first) when taking tests. CORE SEL COMPETENCIES CASEL: Recognize one’s own emotions, thoughts, and values, and identify how they influence behavior. CASEL: Assess one’s strengths and limitations with a well-grounded sense of confidence, optimism, and a growth mindset. CASEL: Regulate one’s emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself.	Test taking strategies assist students in preparing for content area assessments and comprehensive testing.	How can you build learning stamina to be successful on cumulative assessments?
	Students should be familiar with a variety of strategies to be applied to ensure successful test taking.	How can you match specific strategies with various types of assessments?
	<u>KNOWLEDGE</u> Students will know:	SKILLS Students will be able to:
	There are various test-taking strategies that can be utilized in a variety of settings.	Identify specific test –taking strategies (eliminate answer choices, highlight key words and follow a given set of directions, etc.) Decide which strategies to utilize when taking assessments. Maintain focus and stamina during test taking.

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Unit VI: Test Taking Strategies

CASEL: Identify, set, and work toward personal and academic goals. CASEL: Communicate clearly, listen actively, cooperate with others, and seek and offer help when needed. CASEL: Make constructive choices about personal behavior and social interactions. CASEL: Evaluate consequences of one's actions and consider the well-being of oneself and others.	Different study strategies can be utilized to prepare for assessments. VOCABULARY: perseverance, stamina KEY TERMS: multiple choice, open ended, short answer, fill in the blank, essay, extended response, constructed response	Self-monitor stress levels and implement strategies to reduce test anxiety. Select and apply study strategies that best fit their learning needs.
ASSESSMENT EVIDENCE: Students will show their learning by: • Reflecting • Taking Formative/Summative Assessments • Submitting Exit Tickets • Completing teacher observation checklists • Completing study tools (flashcards, study guides, etc.) KEY LEARNING EVENTS AND INSTRUCTION: • Mini lessons, Appendix B – Unit VI		

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Unit VI: Test Taking Strategies

SUGGESTED TIME ALLOTMENT	2 weeks
SUPPLEMENTAL UNIT RESOURCES	Safari Montage: Study Skills Playlist * Test taking in different subject * How to answer test questions * Taking essay tests * Taking math tests * What are tests? * Answering test questions * Taking reading comprehension tests Videos of Mindfulness 12 Test Taking Strategy Videos Brain Pop: “Test Taking Skills” *PowerPoints Khan Academy Benchmark assessments

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Unit VII: Transition/21st Century Skills

TRANSFER: Students will be able to independently use their learning to function in the community while respecting social and cultural norms.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
NJ IEP Goal Bank Version 11 Transition: 1.8 The student will successfully transition from one activity to another with only minimal assistance. 1. 14 The student will transition from one room to a different room in the building. 1. 15 The student will independently move to and from a variety of locations in the school building. 1. 16 The student will follow a schedule of classes Attention: 1.7 The student will maintain attention on task during class lessons and assignments in order to complete assignments on time on a daily basis across all academic settings.	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 you develop realistic goals for yourself?
	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?
	<u>KNOWLEDGE</u> Students will know:	SKILLS Students will be able to:
	Critical Thinking and Problem Solving:	Critical Thinking and Problem Solving:
	Planning and preparing for transitions result in the best opportunities for success.	Anticipate upcoming changes and identify modifications necessary to adapt.

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Unit VII: Transition/21st Century Skills

CORE SEL COMPETENCIES CASEL: Recognize one’s own emotions, thoughts, and values, and identify how they influence behavior. CASEL: Assess one’s strengths and limitations with a well-grounded sense of confidence, optimism, and a growth mindset. CASEL: Regulate one’s emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself. CASEL: Identify, set, and work toward personal and academic goals. CASEL: Communicate clearly, listen actively, cooperate with others, and seek and offer help when needed. CASEL: Make constructive choices about personal behavior and social interactions. CASEL: Evaluate consequences of one’s actions and consider the well-being of oneself and others.	Utilizing problem solving strategies in anticipation of potential challenges reduces anxiety and fosters academic success. Social Responsibilities and Ethics: They have an individual responsibility to the social well-being of the community Self-Awareness/Self-Management: Maintaining classroom requirements and monitoring academic performance will have a positive impact on future academic achievements. Creating realistic and attainable goals is key to achieving academic success.	Apply problem solving skills to overcome challenges on a daily basis. Social Responsibilities and Ethics: Relate to others with empathy and respect. Self-Awareness/Self-Management: Set goals and establish a timeline to work towards a goal. Reflect on current performance and progress towards goal. Correlate academic achievement and future plans.
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Unit VII: Transition/21st Century Skills

	VOCABULARY: transitions, realistic, attainable, anticipate KEY TERMS: block schedule, electives, Vo-tech, credits, core courses, clubs/activities	
ASSESSMENT EVIDENCE: Students will show their learning by: • Creating timelines for goals • Reflecting on progress • Selecting courses for high school (8th grade) KEY LEARNING EVENTS AND INSTRUCTION: • Mini lessons, Appendix B – Unit VII		
SUGGESTED TIME ALLOTMENT	5 weeks	
SUPPLEMENTAL UNIT RESOURCES	Articulation Assembly with High School Students (8th Grade) www.CASEL.org (collaborative academic and social emotional learning) Smart Goal Template www.Charactercounts.org www.passiton.com	

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Unit VIII: General Education Support

TRANSFER: Students will independently apply learning strategies that best compliment their individual needs.		
STANDARDS / GOALS:	ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
NJ IEP Goal Bank Version 11 <i>Homework and Assignments:</i> 1. 2 The student will complete homework and classroom assignments for all classes. 1. 3 The student will learn new learning strategies (e.g., how to remember material) and demonstrate these strategies when completing class assignments, projects or tests. NJ 2016 SLS: ELA <i>Literacy – Speaking and Listening</i> NJSLSA.SL.6.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. NJSLSA.SL.7.1.A. Come to discussions prepared, having read or researched	Students must recognize the skills needed to be academically successful in all content areas.	How do you demonstrate academic proficiency across content areas?
	To be independent learners, students must recognize their own strengths and weaknesses and use them to be successful.	What reflective practices allow you to become successful?
	Students will utilize modifications as specified through individual education plans.	What is the value of using individual modifications?
	<u>KNOWLEDGE</u> Students will know:	SKILLS Students will be able to:
	Teacher expectations, classroom procedures and requirements vary in different settings.	Utilize resources provided by teachers. Review content information as necessary to enhance understanding.

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Unit VIII: General Education Support

material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. NJSLSA.SL.8.1.A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. NJSLSA.SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	Recognizing challenges and implementing coping strategies can alleviate anxiety and stress in the classroom. Utilizing individualized modifications can be one of the methods to ensure academic success in all education settings.	Construct a plan to address challenges in the classroom on an ongoing basis. Seek assistance and advocate for support as needed. Use modifications productively to complete academic work Identify and utilize the best modification at the appropriate time. Evaluate the usefulness of the modification and know when it is no longer needed.
NJSLSA.SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. NJSLSA.SL.8.1.B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. NJSLSA.SL.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. NJSLSA.SL.7.1.C. Pose questions that elicit elaboration and respond to others'	VOCABULARY: advocate KEY TERMS: modifications	

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questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. NJSLA.SL.8.1.C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.		
ASSESSMENT EVIDENCE: Students will show their learning by: • Reflecting • Completing checklists • Checking Genesis • Completing assignments and assessments KEY LEARNING EVENTS AND INSTRUCTION: • Mini lessons, Appendix B – Unit VIII		
SUGGESTED TIME ALLOTMENT	6 Weeks	
SUPPLEMENTAL UNIT RESOURCES	• IEPs • ScootPad • MobyMax	

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Unit IX: Capstone Support

TRANSFER: Students will be able to independently be aware of their role as a global citizen.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
NJ 2016 SLS: ELA <i>Literacy – Reading Informational Text:</i> NJSLSA.RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. NJSLSA.RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. NJSLSA.RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. NJSLSA.RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the	To be critical thinkers when analyzing the world around them	• What are the different perspectives that impact varied global issues?
	To be a collaborative partner and learning to maximize other's strengths while communicating appropriately for the setting.	• How can I be a valuable and competent member of a group?
	Students need to recognize the importance of being prepared for a long-term assignment and how to connect knowledge from multiple content areas.	• How can I connect what I have learned from the different content areas to each other?
	To be competent researchers by utilizing effective search terms when using online databases and finding reliable academic sources	• How can I find the most reliable and relevant information when I research an issue?

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text distinct from personal opinions or judgments. NJSLSA.RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. NJSLSA.RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. NJSLSA.RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). NJSLSA.RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). NJSLSA.RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	<u>KNOWLEDGE</u> Students will know: Citizens have a responsibility to address the problems of a global society. Collaboration is an essential life skill. Research requires the use of multiple reliable and relevant sources. The use of technology enhances research and presentations. Analysis of sources is necessary to provide evidence to support research claims.	SKILLS Students will be able to: Brainstorm and identify global issues in today's world. Determine what factors contribute to the issues and propose possible solutions. Follow rules for collegiate discussions and prepare for an organized discussion and be ready to respond to specific questions with detail and elaboration. Construct effective search terms in order to find reliable and relevant information. Identify appropriate online databases to search for information. Cite resources in the appropriate format. Determine the difference between paraphrasing and plagiarizing a resource.
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NJSLSA.RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. NJSLSA.RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. NJSLSA.RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. Literacy – Writing: NJSLSA.W.6.1. Write arguments to support claims with clear reasons and relevant evidence. NJSLSA.W.7.1. Write arguments to support claims with clear reasons and relevant evidence.	Time management skills are needed in order to adhere to deadlines/due dates. VOCABULARY: reliable, relevant, global, collaboration, elaboration, bias, media KEY TERMS: online database, plagiarism, paraphrase, claims, evidence, collegiate, citation, search bar, URL address, global community, developing nation, developed nation, citizen, capstone	Set specific goals and deadlines while also defining individual goals as needed.
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NJSLSA.W.8.1. Write arguments to support claims with clear reasons and relevant evidence. NJSLSA.W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. NJSLSA.W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. NJSLSA.W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. NJSLSA.W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.		
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NJSLSA.W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. NJSLSA.W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. NJSLSA.W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. NJSLSA.W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. NJSLSA.W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. NJSLSA.W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each		
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source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. NJSLSA.W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. NJSLSA.W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. <i>Literacy – Speaking and Listening</i> NJSLSA.SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts,		
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and issues, building on others' ideas and expressing their own clearly. NJSLSA.SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. NJSLSA.SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. NJSLSA.SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. NJSLSA.SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.		
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NJSLSA.SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. NJSLSA.SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. NJSLSA.SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. NJSLSA.SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. NJSLSA.SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g.,		
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eye contact, adequate volume, and clear pronunciation). NJSLSA.SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. NJSLSA.SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. NJSLSA.SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. NJSLSA.SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. NJSLSA.SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.		
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<i>Technology:</i> 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. 8.1.8.D.4 Assess the credibility and accuracy of digital content. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem. NJ IEP Goal Bank Version 11 <i>Homework and Assignments:</i>		
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1. 2 The student will complete homework and classroom assignments for all classes.		
ASSESSMENT EVIDENCE: Students will show their learning by: • Completing Checklists • Completing Reflections • Chunking Assignments • Planning Projects • Submitting Work Cited • Scoring Student's Accountable Talk Rubrics KEY LEARNING EVENTS AND INSTRUCTION: • Mini lessons, Appendix B – Unit IX		
SUGGESTED TIME ALLOTMENT	5 Weeks	
SUPPLEMENTAL UNIT RESOURCES	Online Databases: • ProQuest • Noodle Tools • Online Search Engines USND Goals CIA Factbook Graphic Organizers Capstone Journals	

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APPENDIX A

**RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade 6-8 ICS Guide**

Mission of Co-teaching: A co-teaching partnership is most valuable when the two teachers in the classroom value each other and respect each other's abilities. Open communication is necessary in order to create a competent and effective partnership. Each teacher has his/her own strengths and weaknesses. The partnership will thrive when the teachers complement each other and work together. The teachers have ownership of all students in the classroom.

This ICS guide has been created to help both teachers in the ICS setting feel comfortable walking into a co-teaching environment and finding valuable roles in the classroom in which all students will reach their highest academic potential.

This is a guide and not a required approach to co-teaching.

Preparation: The special education and general education teachers will meet prior to the first class meeting. The partnership will discuss strengths, weaknesses, and routines, plan out weekly meeting times, and the special education teacher will develop a modification chart for the students with IEPs and 504s. When the partnership is new, it is so important to take the time to plan and get to know one another as both professionals and people. It is best to have the "awkward" conversations in the beginning rather than throughout the school year.

Co-teaching starts the very first day of school. Before that day, think about how you will introduce each other, your approach, routines, and room set-up. Use phrases like "our classroom" and "all students" etc. It is important to start off the school year with a collaborative message and that should thoroughly be communicated to the students.

Early on, consider discussing non-negotiable items. These are items that each teacher considers most important. An item of conflict that may arise is who the primary instructor is. *If a conflict arises, it is important to compromise and agree that students' needs always come first.*

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Co-teaching Etiquette:

When a teacher is leading a lesson, the other teacher is fully engaged and taking an active role in the classroom. Be careful not to distract from the lesson by interjecting or providing an individual student with re-teaching.

Both teachers should consistently arrive to class promptly and remain for the duration of the class time. (We understand that extenuating circumstances will arise, however, this is crucial to the success of the partnership.)

Be mindful of students' observation and awareness of the partnership. They know when the partnership is working and when it is not working.

When a conflict arises, it is imperative to resolve it immediately and in private, never in front of students.

Write both teachers' names on syllabus and classroom door.

Encourage each other's strengths and assist each other with weaknesses.

When teachers meet to plan, it is important for teachers to stay focused and with the goal of the meeting in mind. Time is a valuable and limited resource for co-teaching.

Weekly Meeting Times: If possible, set up a weekly meeting time and stick to it. This is important because it helps with continuity during various lessons and helps keep the teachers on the same page. If co-teachers are new to working together, this component is crucial in helping the teachers know who is responsible for which components of the lessons. This will also help the comfort level in the classroom and allow the strengths of each teacher to shine in the classroom.

During these meeting times, the teachers can plan units and lessons together. As well as discuss overall goals and specific responsibilities. Both teachers should be held accountable in this area.

It is important to reflect and discuss student progress as well as the effectiveness of the partnership.

Modification Chart: It is most effective to go through the students' IEPs and 504s ahead of time and create a modification chart, which provides easy access to critical information to help students meet with success in the classroom. This chart is to help both teachers keep in compliance with the students' IEPs.

The modification chart should include:

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Student Name (Recommended to use initials of students rather than full name to protect student identity)

Modifications

Case Manager

Study Skills teacher

Depending on the preferences of the special education and general education teacher, more information can be added.

Keep in mind that this information is confidential and should never be left in view of other students. This information should not be shared with anyone who is not in contact with the student. Both teachers are responsible for keeping the IEP information confidential. In addition, both teachers are responsible for ensuring that modifications and accommodations are being followed.

Commonly Used Co-Teaching Models:

- Station Teaching
 - To support IEP goals and skills
 - Present the content in separate stations
 - Student driven
 - Helps to re-teach and pre-teach
- Parallel Teaching
 - Class is divided to teach the same lesson but in mixed ability groups or like ability groups (Use strategic grouping based on the objective of the lesson)
- One-teach, One-observe
 - Best at the beginning of the year (to observe behaviors and abilities)
 - Also use when collecting data (behavioral goals, leveling for groups, participation)
 - This approach should be implemented less often than other models

Assessment/Assignment Modifications: In order to be compliant with the IEP, modifications will be incorporated into the curriculum, assessments, and assignments. It is crucial that the special education teacher advocates for students and uses his/her knowledge of the students' strengths and weaknesses in order to have the student meet with success. However, modifications and accommodations are the legal responsibility of both teachers.

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Modifications might be necessary for extended time, reading test questions, scribing for students, accepting verbal responses, alternate assignments, and modified curriculum. The special education teacher should ensure that study guides are created before an assessment. The study guide should be test specific. For example, the study guide should include models of types of questions that students may encounter on the assessment.

**It is critical for the special education teacher to have enough time in order to create the modifications needed. Keep open communication with regard to any changes that may occur between the original document and actual assessment. An effective time to discuss modifications for upcoming assignments and assessments is during your weekly planning time.*

When creating modifications, be respectful of the language used in the IEP. The teacher should use discretion when using modifications and should not over or under modify.

Parent Communication: In order to share teaching responsibilities and present a united front, both teachers will be included in any parent communication. Both teachers should be included in the email by both signing the email and cc'ing each other. At times, case managers should also be included on parent communication. In certain circumstances, phone calls are better than emails. It is most effective to use a conference call so both teachers are involved in the conversation. (Remember that it is important for both teachers to be consistent with each other before contacting a parent.)

Sharing of Resources: In order to help all students, determine a platform to share resources between the two teachers. This allows both teachers to have access to all classroom materials at any time. These resources include notes, tests/quizzes, assignments, and study guides. This is important in order to ensure that students are able to review these materials in the Study Skills setting. It is critical to share all online resources with each other as well (i.e. various digital platforms etc.).

**It is important for the ICS teacher to provide the Study Skills teachers with an answer key to the study guide and one blank copy electronically. The answer key should be used as an aid for the Study Skills teacher and not in replacement of the students completing the study guide.*

Study Skills Communication: It has been found most beneficial when the co-teachers keep in contact with their students' various Study Skills teachers. It is recommended to contact the Study Skills teachers on a weekly basis to inform them of upcoming assignments and assessments. This

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can be accomplished through a weekly group email. If particular students are missing assignments or falling behind, it is also important to contact the Study Skills teacher for support.

Grading: It is important that ICS classes are merged on Genesis so both teachers have access to the class gradebook. Grading responsibilities will be discussed at the beginning of the school year as well as throughout the year. When both teachers are involved in the grading component, then students view both teachers as an equal partnership.

**In order to provide parents with a realistic understanding of their child's success, it may be necessary to include in the parent comment section of Genesis what modifications were made to the assignment or assessment.*

IEP: When a student's annual review is due, a current report on the student's progress is required. This should be a brief overview of the student's academic progress and when necessary the social and emotional progress in the ICS setting. At this time, both teachers should discuss modifications that are crucial to the student's success. Teachers should determine which modifications need to be added/revised or deleted. This should be discussed by both teachers, where the special education teacher seeks out input from the general education teacher.

The special education teacher will utilize his/her strengths in order to write an effective current report of the student. The special education teacher will be attentive to the language used. The IEP is a legal document. Attention to this process will be the responsibility of both teachers with the special education teacher taking the information and putting it directly into IEP Direct.

Specific Responsibilities and Strategies that have worked:

<i>Strategy/Responsibility</i>	<i>Who is Responsible?</i>
Modifications	Special Ed. and Gen. Ed. Teachers
Assessments	Gen. Ed. Teacher with Special Ed. Input
Presentation of Lesson	Both teachers alternate
Study Guides specific for IEP students	Special Ed. Teacher with Gen. Ed. Input
Grouping of Students	Both Teachers

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Differentiation of Reading Materials	Special Ed. Teacher with Gen. Ed. Input
Distribution of Materials	Both Teachers
Distribution of Assessments	Both Teachers (Suggestion: modified test on the bottom of the pile, and non-modified test on the top: both teachers distribute accordingly)
Class Coverage	Special Education needs to advocate for class coverage
Opportunities for Small Group Instruction (Station teaching, re-teaching, enrichment, etc.)	Both Teachers
Questioning or Re-Wording as Instruction Goes On	Both Teachers
Provide Visual Cues During Instruction	Both Teachers
Grading	Both Teachers

Partner Contributions & Considerations:

Contributions:

- Understanding different learning modalities
- Developing a safe and comfortable environment
- Clarification of content through questioning during the lesson
- Expert understanding of the content and curriculum
- Creative ideas and thinking for designing authentic lessons
- Developing a rigorous learning environment

Considerations:

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Be mindful of students who are transitioning into an ICS setting for the first time

Always keep the students' academic, social, and emotional needs in mind

All teachers are responsible for student learning; however, each co-teaching partnership may divide roles and responsibilities based on teacher strengths

Final Note: Both teachers are responsible for making sure the students learn the material. In the case that the special education teacher is not a content expert like the general education teacher, their knowledge of diverse learning styles helps the students learn the material.

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APPENDIX B

Suggested Mini Lessons: Unit I

6 th grade	7 th grade	8 th grade
• Become familiar with individual schedule • Model using combination lock • Model and assist in locker organization • Model appropriate use of dividers to set up binder. • Model and assist in identifying appropriate time to go to locker • Model and assist organization of binders to meet student schedule and needs • Homework folder setup • How to use daily agenda • How to create monthly calendar and pacing timeline for long term assignments • Organizational checklists • Identifying and listing materials needed to take home • Prioritizing task completion • Budgeting time • Use of technology to assist in organization • Study area at home	• Remind how to open lockers and 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 teacher • 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 • Identify distractions and strategies to refocus	<i>Student independence is encouraged at this level with these skills, however, some students may still need guided support in order to become independent with the application.</i> • Locker/Binder organization • Set up agenda (students may select to use their device for this or agenda) • Assist students in setting up remind app when needed • 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 • Adapt to obstacles and stressful situations

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Suggested Mini Lessons: Unit II

6 th grade	7 th grade	8 th 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 ways to self-advocate • Note taking • Participation strategies/accountable talk • Cooperative learning skills • Decision making • Strategies for staying on task • Learning style inventory • Learning style strategies	• Provide time to create goals at the start of each marking period • Model specific times when to appropriately self-advocate (in need of assistance, in need of extra time, in need of a break, etc.) • Provide opportunities for notetaking using content area textbooks and resources • Provide opportunities for group work and model accountable talk • Determining positives and negatives for making a decision • Re-visit learning style strategies and determining which strategy works best for the individual student • Identify positive work habits for personal success.	<i>Student independence is encouraged at this level with these skills; however, some students may still need guided support in order to become independent with the application.</i> • 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 • Advocate for self in the areas of extended time, extra help, class copy of notes, stress and anxiety etc. • Compile a learning profile incorporating individual strengths and weaknesses. • Recognize and build on personal strengths.

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Suggested Mini Lessons: Unit III

6 th grade	7 th grade	8 th grade
<i>Based on student progress in this area, reinforcement of skills may be necessary. This can include previewing/reviewing materials as well as providing additional practice for students.</i> • Station Activities • Support General Education assignments and curriculum • Calculator use and other helpful tools to solve problems • Introduce highlighting key terms in word problems • Review positive and negative numbers • Finding percent • Operations with fractions and decimals • Introduce solving equations and inequalities • Introduce strategies for graphing on a coordinate plane (x,y)	<i>Based on student progress in this area, reinforcement of skills may be necessary. This can include previewing/reviewing materials as well as providing additional practice for students.</i> • Station Activities • Support General Education assignments and curriculum • Reinforce calculator use and other helpful tools to solve problems. • Review combining like terms before solving equations • Simplifying expressions • Review solving equations and inequalities • Review basic graphing skills • Review measures of central tendency • Operations with fractions and decimals	<i>Based on student progress in this area, reinforcement of skills may be necessary. This can include previewing/reviewing materials as well as providing additional practice for students.</i> • Station Activities • Support General Education assignments and curriculum • Model math tools and their use and how they can be used to solve specific problems • Review solving equations • Reinforce solving inequalities • Review slope intercept form • Review graphing on a coordinate plane • Review systems of equations • Review different ways of finding slope • Review Pythagorean theorem • Review distance formula • Review solving equations with absolute value

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Suggested Mini Lessons: Unit IV

6 th grade	7 th grade	8 th grade
<i>Based on student progress in this area, reinforcement of skills may be necessary. This can include previewing/reviewing materials as well as providing additional practice for students.</i> • Re-reading • Annotating • Using context clues • Self-monitoring for understanding • Highlighting key ideas • Identifying the main idea • Supporting opinion with citation from a text • Application of pre-writing strategies (outlining, brainstorming, webs etc.) • Introduce paragraph structure and practice writing paragraphs. • Introduce revising and editing techniques.	<i>Based on student progress in this area, reinforcement of skills may be necessary. This can include previewing/reviewing materials as well as providing additional practice for students.</i> • Re-reading • Annotating • Using context clues • Self-monitoring for understanding • Highlighting key ideas • Identifying the main idea • Supporting opinion with citation from a text • Reinforcement of pre-writing strategies (outlining, brainstorming, webs etc.) • Reinforce paragraph structure and guided release for writing paragraphs • Practice using selected revising and editing techniques.	<i>Based on student progress in this area, reinforcement of skills may be necessary. This can include previewing/reviewing materials as well as providing additional practice for students.</i> • Re-reading • Annotating • Using context clues • Self-monitoring for understanding • Highlighting key ideas • Identifying the main idea • Reinforce how to locate and use information from text using online database. • Identify pre-writing strategies that work best for individual student. • Reinforce understanding of components of an essay and practice essay writing. • Guided release of using revising and editing techniques.

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Suggested Mini Lessons: Unit V

6 th grade	7 th grade	8 th grade
Digital Citizenship: • Appropriate use of technology (model cyber safety, how to prevent and respond to cyber bullying, and discuss cyber ethics) • Evaluating credibility of sources Resources and tools: • Reading and summarizing digital text • Internet research techniques • How to create and save files • How to log into various online classroom resources • Introduce various technological software in order to support individual strength and weaknesses (read aloud, speech to text and variety of other assistive technology options) Communication/collaboration: • How to create and respond to emails including attachments • Quality presentations using technology	Digital Citizenship: • Appropriate use of technology (model cyber safety, how to prevent and respond to cyber bullying, and discuss cyber ethics) • Model how to determine if a source is credible Resources and tools: • Develop strategies for research: ~Model ways to search specific topics ~Model paraphrasing ~Set up Noodle Tools • Secure a way to access documents at home and at school • Utilize various technological software in order to support individual strength and weaknesses (read aloud, speech to text and variety of other assistive technology options) Communication/collaboration:	Digital Citizenship • Appropriate use of technology (model cyber safety, how to prevent and respond to cyber bullying, and discuss cyber ethics) • Determine bias and the impact it has on the credibility of a resource Resources and tools: • Practice strategies for research: ~Model ways to search specific topics ~Model paraphrasing ~Set up Noodle Tools • Effective use of different technology tools to support academic progress • Utilize various technological software in order to support individual strength and weaknesses (read aloud, speech to text and variety of other assistive technology options) • Independent application of websites and other technology to self-monitor progress

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6 th grade	7 th grade	8 th grade
	• How to appropriately create and respond to emails including attachments • Provide opportunity to work collaboratively through different digital platforms	Communication/collaboration: • How to use e-mail in order to self-advocate. • Provide opportunity to work collaboratively through different digital platforms

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Suggested Mini Lessons: Unit VI

6 th grade	7 th grade	8 th grade
• Directional words for test taking • Following directions • Preparing for tests using study tools such as flashcards, study guides, etc. • Effective use of study guides • Eliminating answer choices • Highlighting key words • Techniques for reducing test anxiety • Provide time to practice for standardized tests • Recognizing videos as a source of information • Viewing videos critically	• 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 to practice for standardized 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 • Provide time to practice for standardized tests • View different sources to support test taking strategies • Use class notes, handouts, and assignments to identify the major points to be covered on an assessment • Use class notes and handouts to predict types of questions that will be on a test and create a written response as practice.

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Suggested Mini Lessons: Unit VII

6 th grade	7 th grade	8 th grade
Critical thinking/problem solving: • Assist with transition to middle school • Recognize importance of smooth transitions between classes • Help students prepare for changing classroom routines • Reflecting on strengths and weaknesses • Problems solving strategies • Evaluating successes and using them to drive future plans Social responsibilities and Ethics: • Exploring the meaning of: empathy, diversity, perspective, tolerance, awareness, compassion • Identifying diversity • Identifying individual perspective • Teamwork strategies • Social engagement-accountable talk • Relationship building Self-awareness and self-management: • Setting measurable, attainable goals • Evaluating 6th grade year • Setting goals for 7th grade • Identifying emotions	Critical thinking/problem solving: • Help students prepare for changing classroom routines • Reflecting on strengths and weaknesses • Problems solving strategies • Evaluating successes and using them to drive future plans Social responsibilities and Ethics: • Discussions on how diversity makes a community stronger. • Exploring how individual perspectives create bias. • Identify ways to make a community tolerant of diversity. • Teamwork strategies • Social engagement-accountable talk • Relationship building Self-awareness and self-management: • Becoming a more independent citizen in the middle school community • Encourage students to join after school clubs and activities	Critical thinking/problem solving: <i>Transition to the High School is a critical part for the 8th grade. Support will be needed with Vo-tech presentation, goal setting, course selection for the HS, peer to peer program</i> <i>Transition lesson suggestions:</i> • Set goals for a successful year • Self-reflection for next year • Discussion/video presentation for Vo-tech • Review procedure for course selections • Questions to ask HS peers • Questions for HS counselors • Attend HS student to student program • Attend small group peer to peer visit to the HS • Reflecting on strengths and weaknesses • Problems solving strategies • Evaluating successes and using them to drive future plans Social responsibilities and Ethics: • Appreciating diversity

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6 th grade	7 th grade	8 th grade
• Self confidence • Growth Mindset • Self-advocacy • Impulse control	• Prepare for more rigor in the academic setting • Becoming accountable for one's actions and accepting the consequences that follow • Evaluate 7th grade year and set goals for 8th grade • Identifying emotions • Self confidence • Growth Mindset • Self-advocacy • Impulse control	• How to diminish the impact of individual bias and the influence it has on the community • Teamwork strategies • Social engagement-accountable talk • Relationship building Self-awareness and self-management: • Being an independent citizen in the middle school community • Prepare for more rigor in the academic setting • Becoming accountable for one's actions and accepting the consequences that follow • Reflecting on middle school career strengths and weakness and use those to drive plans for high school • Identifying emotions • Self confidence • Growth Mindset • Self-advocacy • Impulse control

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Suggested Mini Lessons: Unit VIII

6 th grade	7 th grade	8 th grade
<i>Introducing and modeling of skills will be necessary at the beginning of the year. Continued review and reinforcement of skills throughout the year. This can include previewing/reviewing materials as well as providing additional practice for students.</i> Suggested Activities: • Class reviews • Clarification of assignments • Reviewing teacher expectations • Developing study guides/study aids (flashcards, foldables, etc.) • Graphic organizers • Outlines • Reading/Writing assistance across content areas • Review math concepts as needed	<i>Based on student progress in this area, reinforcement of skills may be necessary. This can include previewing/reviewing materials as well as providing additional practice for students.</i> Suggested Activities: • Class reviews • Clarification of assignments • Reviewing teacher expectations • Developing study guides/study aids (flashcards, foldables, etc.) • Graphic organizers • Outlines • Reading/Writing assistance across content areas • Review math concepts as needed	<i>Student independence is encouraged at this level with these skills, however, some students may still need guided support in order to become independent with the application.</i> Suggested Activities: • Class reviews • Clarification of assignments • Reviewing teacher expectations • Developing study guides/study aids (flashcards, foldables, etc.) • Graphic organizers • Outlines • Reading/Writing assistance across content areas • Review math concepts as needed

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Suggested Mini Lessons: Unit IX

6 th grade	7 th grade	8 th grade
• Learn about a global issue • Finding evidence that supports the issue exists • Preparing for a discussion • Project planning • Determining if a source is relevant • Determine important information from an article • Paraphrasing • Citing sources	• Identify global issues • Finding evidence that supports there is an issue • Accountable Talk • Preparing for a discussion • Project planning • How to delegate responsibilities • Developing search terms • Determining reliability of a source • Determining if a source is relevant • Determine important information from an article • Paraphrasing • Citing sources	• Identify global issues • Finding evidence that supports there is an issue • Accountable Talk • Preparing for a discussion • Project planning • How to delegate responsibilities • Developing search terms • Determining reliability of a source • Determining if a source is relevant • Determine important information from an article • Paraphrasing • Citing sources • Review Capstone Journal for connections and ideas