



Springfield Public Schools
Springfield, New Jersey 07081

Study Skills

Curriculum Guide

2022

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved August 29, 2022



**Springfield Public Schools
Springfield, New Jersey**

**Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent**

Curriculum Developed By:

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Principal

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Assistant Principal**

Florence M. Gaudineer Middle School

Springfield Public Schools

Search. Learn. Serve.

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

Resolution: I25

Introduced By: Vice President Saha

Seconded By: Mr. Munoz

Adopted: August 29, 2022

Curriculum Adoption

To adopt the following curriculum and courses for the 2022-2023 school year:

- New High School Courses
 - Woodworking
- High School – 2022-2023 Dual Enrollment Agreement from Union College to include (2) course offerings*. The curriculum is provided by Union College and taught by our teachers.
 - Criminal Justice
 - Sociology
- New Middle School Courses
 - Financial Literacy
 - Study Skills
- New Middle School Elective Courses- *the curriculum for the electives was previously approved on (7/25)*
 - Creative Writing
 - Energy and Environment (PLTW)
 - Financial Literacy
 - Forensics
 - Introduction to Drama
 - Journalism
 - Mock Trial
 - Model UN
 - Mysteries of History
 - Project Citizen
 - Study Skills

* Pending approval of Dual Enrollment agreement with Union College

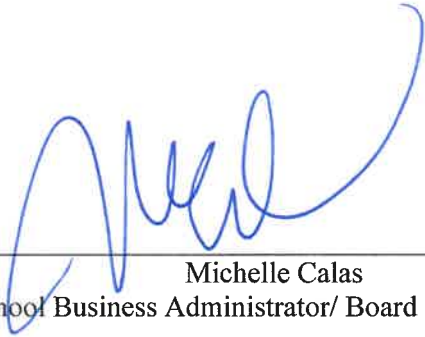
Michelle Calas, School Business Administrator/Board Secretary

(continued)

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on August 29, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 30th day of August 2022.

SEAL



Michelle Calas
School Business Administrator/ Board Secretary



Unit Overview Template

Content Area:	Study Skills 6	Grade Level:	Grade 6	Unit Title:	Organization
Unit Summary: Students will develop organizational skills to improve their success in their content area classes.					
Primary Interdisciplinary Connections:					
21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: Students recommended for this course have demonstrated a need to organize their thoughts, work and materials. This unit will give students strategies, approaches and skills in becoming more organized as a foundational skill for all core content courses.					
Career Readiness (Standard 9): Critical Thinking and Problem-Solving (CT) - Multiple solutions often exist to solve a problem. - An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.					

Learning Targets

Standards: NJ CCCS	
Content Statements: 21st Century Themes and Skills	
CPI#:	Cumulative Progress Indicator (CPI):
CPI#9.1.8.A.1	Statement: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
CPI#9.1.8.A.2	Statement: Implement problem-solving strategies to solve a problem in school or the community.
CPI#9.1.8.B.1	Statement: Use multiple points of view to create alternative solutions.
CPI#8.1.8.A.1 (technology)	Statement: Demonstrate knowledge of a real world problem using digital tools.
CPI#8.1.8.A.3 (technology)	Statement: Use and/or develop a simulation that provides an environment to solve real world problems or theory.
CPI#9.1.8.C.3	Statement: Model leadership skills during classroom and extracurricular activities.
Unit Essential Questions:	
How can I organize my homework, materials, and study space to make the best use of my study time?	



- How is learning impacted by past experiences?
- Is success directly related to organization?

Unit Enduring Understandings:

- Students will understand that their experiences in elementary school have influenced their learning.
- Students will understand that their success in middle school is directly related to their organizational skills.

Unit Learning Targets:

Students will

- Bring appropriate materials (textbooks, notebooks, chromebooks, etc.) to the content area and study skills classes.
- Record daily homework, upcoming assessments and long term assignments/projects into a student planner including due dates.
- Bring home essential materials to complete daily assignments.
- Organize content area notebooks according to teacher specifications.
- Follow oral and written directions.
- Utilize self-advocacy skills to seek teacher assistance when encountering difficulty with content.
- Hand in required coursework on time.



Evidence of Learning

Summative Assessment: 2 Test/Quiz per month

Equipment Needed: Laptops, Map of Schools, Printed schedules,

Teacher Resources: OnCourse University

Formative Assessments:

- Teacher Observations/Questioning
- Self-Reflections
- Checklists
- Self and Peer Assessments
- Student Record Keeping
- Goal Setting



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Lesson Plans

Lesson	Time Frame
Lesson 1 Navigating a Scheduled School Day	5 days
Lesson 2 Organizing Assignments and Due Dates	2 days
Lesson 3 Notebook Organization	2 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

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



Lesson Plan 1 Template

Content Area: Organization Lesson Title: Navigating a Scheduled School Day Time Frame: 2 hours/days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Math, Communication Arts, Science, Social Studies, World Language, and Electives

Integration of Technology: Oncourse Connect, Google Suite

Equipment Needed: Laptops, Schedules, Clever Log-In Information.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Learn How to Navigate the Building on Time - Become Familiar with the Daily Bell Schedule - Become familiar with the students' individual schedule - Learn How to utilize a combination Lock and Locker	Lesson Sequence - Students will review the map and lay out of the building identifying places they will need to visit on a daily basis. - Students will review the Bell Schedule to be followed on a daily basis and make - Students will review their individual schedules and analyze the timing and movement direction needed to complete the schedule in order. - Students will practice with combination locks to increase their speed of	- Teacher Observations. - Self-Reflections - Checklists - Goal Setting



opening a locker to allow
for faster transitions to
and from classes.

Differentiation:

- Redirect Attention
- Rephrase, repeat directions
- Use visual clues
- Allow additional processing time
- Break down tasks into manageable units
- Differentiate activities/assignments
- Supplement auditory materials with visual aids
- Have students verbalize steps of task before proceeding
- Repetition and review of previously learned material
- Consult with Guidance Counselors and follow all I&RS procedures and action plans
- Consult with classroom teacher(s) for specific behavioral interventions.
- Provides rewards and incentives as necessary
- Assist student in accepting strengths and weaknesses
- Encourage self-Advocacy
- Build on student's intrinsic motivations
- Have student "tutor" another student in the room
- Assign a buddy, same language or English speaking
- Allow additional processing time for translation
- Encourage participation, but do not force it
- Break down complex tasks into manageable parts
- Promote class discussion

Resources Provided:

- School Maps
- Student Schedules
- Clever Log-In and Oncourse access



Lesson Plan 2 Template

Content Area: Organization Lesson Title: Organizing Assignments and Due Dates Time Frame: 2 hours/days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Math, Communication Arts, Science, Social Studies, World Language, and Electives

Integration of Technology: Oncourse Connect, Google Suite

Equipment Needed: Student Planners, School Daily Bell Schedule

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Record and Track Assignments in Student Planner and Digitally. - Utilize planner to include personal and Co-curricular activities that will impact completing assignments	Lesson Sequence - Students will explore the organization of the student planner and the tools offered in its layout - Students will go through the individual student schedules and add assignments, tasks and reminders. - Students will go through previously recorded tasks to track progress of assignments.	- Teacher Observations. - Self-Reflections - Checklists - Goal Setting
Differentiation:		



- Redirect Attention
- Rephrase, repeat directions
- Use visual clues
- Allow additional processing time
- Break down tasks into manageable units
- Differentiate activities/assignments
- Supplement auditory materials with visual aids
- Have students verbalize steps of task before proceeding
- Repetition and review of previously learned material
- Consult with Guidance Counselors and follow all I&RS procedures and action plans
- Consult with classroom teacher(s) for specific behavioral interventions.
- Provides rewards and incentives as necessary
- Assist student in accepting strengths and weaknesses
- Encourage self-Advocacy
- Build on student's intrinsic motivations
- Have student "tutor" another student in the room
- Assign a buddy, same language or English speaking
- Allow additional processing time for translation
- Encourage participation, but do not force it
- Break down complex tasks into manageable parts
- Promote class discussion

Resources Provided:

- Student Planners



Lesson Plan 3 Template			
Content Area:	Organization	Lesson Title:	Notebook Organization
Time Frame:			
2 hours/days			
Lesson Components			
<u>21st Century Themes</u>			
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u>			
☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Math, Communication Arts, Science, Social Studies, World Language, and Electives			
Integration of Technology: Oncourse Connect, Google Suite			
Equipment Needed: Notebooks, Student Planners and Laptops			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Organize notebooks according to teacher requirements. - Organize lab books, folders and portfolios. - Organize papers in a folder.	Lesson Sequence - Students will organize content area notebooks according to teacher specifications. - Students will bring home essential materials to complete daily assignments. - Students will bring appropriate materials to the content area and study skills classes.	- Teacher Observations. - Self-Reflections - Checklists - Goal Setting
Differentiation: - Redirect Attention - Rephrase, repeat directions - Use visual clues - Allow additional processing time		



- Break down tasks into manageable units
- Differentiate activities/assignments
- Supplement auditory materials with visual aids
- Have students verbalize steps of task before proceeding
- Repetition and review of previously learned material
- Consult with Guidance Counselors and follow all I&RS procedures and action plans
- Consult with classroom teacher(s) for specific behavioral interventions.
- Provides rewards and incentives as necessary
- Assist student in accepting strengths and weaknesses
- Encourage self-Advocacy
- Build on student's intrinsic motivations
- Have student "tutor" another student in the room
- Assign a buddy, same language or English speaking
- Allow additional processing time for translation
- Encourage participation, but do not force it
- Break down complex tasks into manageable parts
- Promote class discussion

Resources Provided:

- Student Planners
- Student Notebooks
- Laptops



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills		x	
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives		x	
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives		x	
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area:	Career Readiness, Life Literacies, & Key Skills	Grade Level:	6	Unit Title:	Organization
Created:	2022	Board Approved on:			



Unit Overview Template

Content Area: Study Skills **Grade Level:** Grade 6 **Unit Title:** Time Management

Unit Summary:

Primary Interdisciplinary Connections:

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Students recommended for this course have demonstrated a need to manage their time appropriately to effectively complete the various tasks that will maintain academic achievement. This unit will give students strategies, approaches and skills in becoming more effective managing allotted time as a foundational skill for all core content courses.

Career Readiness (Standard 9):

Critical Thinking and Problem-Solving (CT)

- Multiple solutions often exist to solve a problem.
- An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.

Learning Targets

Standards: NJ CCCS

Content Statements: Type Here

CPI#:	Cumulative Progress Indicator (CPI):
CPI#9.1.8.A.1	Statement: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
CPI#9.1.8.A.2	Statement: Implement problem-solving strategies to solve a problem in school or the community.
CPI#9.1.8.B.1	Statement: Use multiple points of view to create alternative solutions.
CPI#8.1.8.A.1 (technology)	Statement: Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.3 (technology)	Statement: Use and/or develop a simulation that provides an environment to solve real world problems or theory.
CPI#9.1.8.C.3	Statement: Model leadership skills during classroom and extra-curricular activities.



Unit Essential Questions:

- What does it mean to be an independent student?
- How do students effectively manage their time?
- How can I organize my homework, materials, and study space to make the best use of my study time?

Unit Enduring Understandings:

- Students will understand that the ability to manage their time effectively will enable them to become more independent learners.
- Students will understand that prioritizing assignments will enable them to complete their work in a timely manner.

Unit Learning Targets:

Students will complete homework assignments in a timely manner, prioritize assignments based on due dates and degree of difficulty, and organize blocks of time at home to complete daily homework, long term projects and study assessments.



Evidence of Learning

Summative Assessment: 2 Test/ Quizzes per month

Equipment Needed: Laptops, Notebooks, Planner

Teacher Resources: None

Formative Assessments:

- Teacher Observations/Questioning
- Self-Reflections
- Checklists
- Self and Peer Assessments
- Student Record Keeping
- Goal Setting



Lesson Plans

Lesson	Time Frame
Lesson 1 Prioritizing Tasks	2 hours/days
Lesson 2 Creating a Weekly Schedule	2 hours/days
Lesson 3 Identifying Distractions	2 hours/days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

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



Lesson Plan 1 Template

Content Area: Time Management Lesson Title: Prioritizing Tasks Time Frame: 2 hours/days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Math, Communication Arts, Science, Social Studies, World Language, and Electives

Integration of Technology: Oncourse Connect, Google Suite

Equipment Needed: Notebook, Daily Planner and Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Keep track of how time is currently spent in a “Study Skills” daily activity log. - Make a list of tasks to be completed. - Break down bigger tasks into smaller steps. - Prioritize assignments as “intermediate”, “short term”, and “long term”.	Lesson Sequence - Students will complete homework assignments in a timely manner. - Prioritize assignments based on due dates and degree of difficulty. - Students will organize blocks of time at home to complete daily homework, long term projects and study for assessments.	- Teacher Observations. - Self-Reflections - Checklists - Goal Setting
Differentiation: - Redirect attention - Rephrase, repeat directions - Use visual cues - Allow additional processing time - Break down tasks into manageable units		



- Differentiate activities/assignments
- Supplement auditory materials with visual aids
- Have students verbalize steps of task before proceeding
- Repetition and review of previously learned material
- Consult with Guidance Counselors and follow all I&RS procedures and action plans
- Consult with classroom teacher(s) for specific behavioral interventions.
- Provides rewards and incentives as necessary
- Assist student in accepting strengths and weaknesses
- Encourage self-Advocacy
- Build on student's intrinsic motivations
- Have student "tutor" another student in the room
- Assign a buddy, same language or English speaking
- Allow additional processing time for translation
- Encourage participation, but do not force it
- Break down complex tasks into manageable parts
- Promote class discussion
-

Resources Provided:

- Student Planners
- Student Notebooks
- Laptops



Lesson Plan 2 Template			
Content Area:	Time Management	Lesson Title:	Creating a Weekly Schedule
Time Frame: 2 hours/days			
Lesson Components			
<u>21st Century Themes</u>			
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u>			
☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Math, Communication Arts, Science, Social Studies, World Language, and Electives			
Integration of Technology: Oncourse Connect, Google Suite			
Equipment Needed: Notebook, Daily Planner and Laptop			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Utilize a daily “To Do” list and a weekly schedule using their student planner or Google Calendar. - Learn how to estimate time for various types of activities / assignments. - Divide a study period into blocks of time for each class. - Complete assignments/homework within a designated time. - Anticipate upcoming due dates.	Lesson Sequence - Students will complete homework assignments in a timely manner. - Prioritize assignments based on due dates and degree of difficulty. - Students will organize blocks of time at home to complete daily homework, long term projects and study for assessments.	- Teacher Observations. - Self-Reflections - Checklists - Goal Setting
Differentiation:		



- Redirect attention
- Rephrase, repeat directions
- Use visual cues
- Allow additional processing time
- Break down tasks into manageable units
- Differentiate activities/assignments
- Supplement auditory materials with visual aids
- Have students verbalize steps of task before proceeding
- Repetition and review of previously learned material
- Consult with Guidance Counselors and follow all I&RS procedures and action plans
- Consult with classroom teacher(s) for specific behavioral interventions.
- Provides rewards and incentives as necessary
- Assist student in accepting strengths and weaknesses
- Encourage self-Advocacy
- Build on student's intrinsic motivations
- Have student "tutor" another student in the room
- Assign a buddy, same language or English speaking
- Allow additional processing time for translation
- Encourage participation, but do not force it
- Break down complex tasks into manageable parts
- Promote class discussion

Resources Provided:

- Student Planners
- Student Notebooks
- Laptops



Lesson Plan 3 Template				
Content Area:	Time Management	Lesson Title:	Identifying Distractions	Time Frame: 2 hours/days
Lesson Components				
<u>21st Century Themes</u>				
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy				
<u>21st Century Skills</u>				
☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy				
Interdisciplinary Connections: Math, Communication Arts, Science, Social Studies, World Language, and Electives				
Integration of Technology: Oncourse Connect, Google Suite				
Equipment Needed: Notebook, Daily Planner and Laptop				

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Order homework according to the degree of difficulty, completing the easiest first. • Organize blocks of time to complete activities / assignments. • Identify distractions and ways to deal with distractions. • Adapt to obstacles and stressful situations.	Lesson Sequence 1. Students will understand how to manage their time effectively. 2. Students will learn to identify distractions and develop strategies to deal with the distractions	• Teacher Observations. • Self-Reflections • Checklists • Goal Setting
Differentiation: • Redirect attention • Rephrase, repeat directions • Use visual cues • Allow additional processing time		



- Break down tasks into manageable units
- Differentiate activities/assignments
- Supplement auditory materials with visual aids
- Have students verbalize steps of task before proceeding
- Repetition and review of previously learned material
- Consult with Guidance Counselors and follow all I&RS procedures and action plans
- Consult with classroom teacher(s) for specific behavioral interventions.
- Provides rewards and incentives as necessary
- Assist student in accepting strengths and weaknesses
- Encourage self-Advocacy
- Build on student's intrinsic motivations
- Have student "tutor" another student in the room
- Assign a buddy, same language or English speaking
- Allow additional processing time for translation
- Encourage participation, but do not force it
- Break down complex tasks into manageable parts

Promote class discussion

Resources Provided:

- Student Planners
- Student Notebooks
- Laptops



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills		x	
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills		x	
Integrate global perspectives		x	
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area:	Grade Level:	Unit Title:
Board Approved on:		



Unit Overview Template

Content Area: Study Skills **Grade Level:** Grade 6 **Unit Title:** Study Strategies

Unit Summary: In this unit, students will strengthen their study habits and develop strategies to improve success in their content area classes.

Primary Interdisciplinary Connections: *Mathematics, English, Science, Social Studies, Health, Exploratory Electives*

21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Students recommended for this course have demonstrated a need to improve their skills in studying material in their content area courses. This unit will give students strategies, approaches and skills in becoming more effective in this area as a foundational skill for all core content courses.

Career Readiness (Standard 9):

Critical Thinking and Problem-Solving (CT)

- Multiple solutions often exist to solve a problem.
- An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.

Learning Targets

Standards: NJ CCCS

Content Statements: Type Here

CPI#:	Cumulative Progress Indicator (CPI):
CPI#6.SL.1 a	Statement: 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.
CPI#6.SL.1 b	Statement: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CPI#CCRA. SL.5	Statement: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
CPI#SE.17. 5	Statement: Improve study and organizational skills for success in the content area.
CPI#SE.17. 6	Statement: Successfully complete mainstream coursework.
CPI#8.2.8.E. 1(technology)	Statement: Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.
CPI#8.1.8.E. 1(technology)	Statement: Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.



Unit Essential Questions:

- Why is it important for students to develop study strategies?
- What study strategies are most effective for individual students?
- What can I do in class and at home to be successful in school?

Unit Enduring Understandings:

- Students will understand the importance of developing study strategies
- Students will discover which study strategies coincide with their individual learning styles.

Unit Learning Targets:

Students will:

- Identify and record the key points of lecture/presentation in an organized form.
- Identify the main ideas for a study guide, given class notes, handouts, assignments and textbook readings.
- Develop a study sheet using class notes, handouts, assignments and textbook readings to complete a study guide.
- Describe the attributes of a successful student.
- Review and correct errors on assignments.
- Accurately copy written material.
- Rewrite and organize class notes into an organized format.
- Use listening skills to gather information and answer specific questions.
- Use memory techniques to study for assessments.
- Prepare for tests using appropriate materials and methods with teacher guidance.
- Follow oral and written directions.
- Take notes from reading material and class presentations.



Evidence of Learning

Summative Assessment: 2 tests/quizzes per month

Equipment Needed:

Teacher Resources:

Formative Assessments:

- Teacher Observation/Questioning
- Self-Reflections
- Checklists
- Self and Peer Assessments
- Student Record Keeping
- Goal setting



Lesson Plans

Lesson	Time Frame
Lesson 1 Positive Work Habits	2 hours/days
Lesson 2 Personal Learning Styles	2 hours/days
Lesson 3 Graphic Organizers	2 hours/days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

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



Lesson Plan 1 Template

Content Area: Study Strategies Lesson Title: Positive Work Habits Time Frame: 2 hours/days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Math, Communication Arts, Science, Social Studies, World Language, and Electives

Integration of Technology: Oncourse Connect, Google Suite

Equipment Needed: Notebook, Daily Planner and Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify attributes of successful students. - Identify positive work habits for personal success. - Develop short-term and long-term academic and personal goals for the school year. - Compile a learning profile incorporating individual strengths and weaknesses. - Recognize and build on personal strengths.	Lesson Sequence - Students will describe the attributes of a successful student. - Students will identify the main ideas for a study guide, class notes, handouts, assignments and textbook readings. - Develop a study sheet using class notes, handouts, assignments and textbooks.	- Teacher Observations. - Self-Reflections - Checklists - Goal Setting
Differentiation: - Redirect Attention - Rephrase, repeat directions		



- Use visual clues
- Allow additional processing time
- Break down tasks into manageable units
- Differentiate activities/assignments
- Supplement auditory materials with visual aids
- Have students verbalize steps of task before proceeding
- Repetition and review of previously learned material
- Consult with Guidance Counselors and follow all I&RS procedures and action plans
- Consult with classroom teacher(s) for specific behavioral interventions.
- Provides rewards and incentives as necessary
- Assist student in accepting strengths and weaknesses
- Encourage self-Advocacy
- Build on student's intrinsic motivations
- Have student "tutor" another student in the room
- Assign a buddy, same language or English speaking
- Allow additional processing time for translation
- Encourage participation, but do not force it
- Break down complex tasks into manageable parts
- Promote class discussion

Resources Provided:

- Student Planners
- Student Notebooks
- Laptops



Lesson Plan 2 Template		
Content Area: Study Strategies	Lesson Title: Personal Learning Styles	Time Frame: 2 hours/days
Lesson Components		
<u>21st Century Themes</u> ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u> ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Math, Communication Arts, Science, Social Studies, World Language, and Electives		
Integration of Technology: Oncourse Connect, Google Suite		
Equipment Needed: Notebook, Daily Planner and Laptop		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand personal learning styles. - Understand multiple intelligences. - Develop self-advocacy skills with peers and authority figures. - Improve concentration. - Follow oral and written directions. - Use listening skills.	Lesson Sequence - Students will use memory techniques to study for assessments. - Students will follow oral and written directions. - Students will rewrite and organize class notes into an organized format.	- Teacher Observations. - Self-Reflections - Checklists - Goal Setting
Differentiation: - Redirect Attention - Rephrase, repeat directions - Use visual clues - Allow additional processing time - Break down tasks into manageable units - Differentiate activities/assignments - Supplement auditory materials with visual aids		



- Have students verbalize steps of task before proceeding
- Repetition and review of previously learned material
- Consult with Guidance Counselors and follow all I&RS procedures and action plans
- Consult with classroom teacher(s) for specific behavioral interventions.
- Provides rewards and incentives as necessary
- Assist student in accepting strengths and weaknesses
- Encourage self-Advocacy
- Build on student's intrinsic motivations
- Have student "tutor" another student in the room
- Assign a buddy, same language or English speaking
- Allow additional processing time for translation
- Encourage participation, but do not force it
- Break down complex tasks into manageable parts
- Promote class discussion

Resources Provided:

- Student Planners
- Student Notebooks
- Laptops



Lesson Plan 3 Template			
Content Area:	Study Strategies	Lesson Title:	Graphic Organizers
		Time Frame:	2 hours/days
Lesson Components			
<u>21st Century Themes</u>			
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u>			
☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Math, Communication Arts, Science, Social Studies, World Language, and Electives			
Integration of Technology: Oncourse Connect, Google Suite			
Equipment Needed: Notebook, Daily Planner and Laptop			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Utilize various graphic organizers. - Review and correct assignments and assessments. - Develop a study sheet. - Use memory techniques to retain course content. - Use listening skills. - Utilize note-taking skills.	Lesson Sequence - Students will use listening skills to gather information and answer specific questions. - Students will prepare for tests using appropriate materials and methods with teacher guidance. - Students will identify and record the key points of a lecture / presentation in an organized form.	- Teacher Observations. - Self-Reflections - Checklists - Goal Setting
Differentiation: Redirect Attention - Rephrase, repeat directions - Use visual clues - Allow additional processing time - Break down tasks into manageable units		



- Differentiate activities/assignments
- Supplement auditory materials with visual aids
- Have students verbalize steps of task before proceeding
- Repetition and review of previously learned material
- Consult with Guidance Counselors and follow all I&RS procedures and action plans
- Consult with classroom teacher(s) for specific behavioral interventions.
- Provides rewards and incentives as necessary
- Assist student in accepting strengths and weaknesses
- Encourage self-Advocacy
- Build on student's intrinsic motivations
- Have student "tutor" another student in the room
- Assign a buddy, same language or English speaking
- Allow additional processing time for translation
- Encourage participation, but do not force it
- Break down complex tasks into manageable parts
- Promote class discussion

Resources Provided:

- Student Planners
- Student Notebooks
- Laptops



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Study Skills	Grade Level: Grade 6	Unit Title: Time Management
Created: 2022	Board Approved on:	



Unit Overview Template

Content Area: Study Skills 6 **Grade Level:** Grade 6 **Unit Title:** Develop Note Taking Skills

Unit Summary: In this unit, students will develop effective note-taking skills.

Primary Interdisciplinary Connections: Core Content Areas-Mathematics, English, Science, Social Studies, Health, Exploratory Electives

21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Students recommended for this course have demonstrated a need to record pertinent information from a class in a concise and meaningful way for use at a later time. This unit will give students strategies, approaches and skills in increasing speed and accuracy in taking notes.

Career Readiness (Standard 9):

Critical Thinking and Problem-Solving (CT)

- Multiple solutions often exist to solve a problem.
- An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.

Learning Targets

Standards: NJ CCCS

Content Statements:

CPI#:	Cumulative Progress Indicator (CPI):
CPI# CCRA.R.2	Statement: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CPI# CCRA.R.5	Statement: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., section, chapter, scene or stanza) relate to each other and the whole.
CPI# SE.17.4	Statement: Develop organizational skills.
CPI# SE.17.5	Statement: Improve study and organizational skills for success in the content areas.
CPI# 8.1.8.D.4(technology)	Statement: Assess the credibility and accuracy of digital content.
CPI# 8.1.8.E.19(technology)	Statement: Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.



Unit Essential Questions:

- What are effective note-taking skills?
- Which note-taking skills do students need to be successful in their content area classes?
- Which method of note-taking works best for me: outlining, mapping, Cornell or is there another way?

Unit Enduring Understandings:

- Students will develop a variety of note-taking strategies to be utilized in their content area classes.
- Students will identify which note-taking strategies suit their individual learning styles.

Unit Learning Targets:

Students will....

- Outline specific chapters from textbooks and online reading materials.
- Interpret charts, graphs, and diagrams within a chapter of their mainstream books.
- Identify the main ideas in simple phrases, given a content specific reading.
- Discuss the main ideas, using paraphrasing techniques, with the skills teacher, given a content specific reading.
- Identify and use each part of textbook or other reading resource (glossary, table of contents, and index).
- Use pre-reading strategies to identify the key points in a reading with teacher guidance.
- Identify the theme, topic sentences, supporting sentences and concluding statements when writing an essay.
- Extract relevant information from various readings to develop a summary.
- Locate and use specific information from a written source.



Evidence of Learning

Summative Assessment: 2 tests/quizzes per month

Equipment Needed:

Teacher Resources:

Formative Assessments:

- Teacher Observation/Questioning
- Self-Reflections
- Checklists
- Self and Peer Assessments
- Student Record Keeping
- Goal Setting

Lesson Plans

Lesson	Time Frame
Lesson 1 Parts of a Textbook	2 hours/days
Lesson 2 Main Ideas	2 hours/days
Lesson 3 Visual Aids	2 hours/days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

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



Lesson Plan 3 Template			
Content Area:	Note Taking Skills	Lesson Title:	Visual Aids Time Frame: 2 hours/days
Lesson Components			
<u>21st Century Themes</u>			
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u>			
☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Math, Communication Arts, Science, Social Studies, World Language, and Electives			
Integration of Technology: Oncourse Connect, Google Suite			
Equipment Needed: Notebook, Daily Planner and Laptop			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Read and interpret visual aids found in the text. • Create a concept map. • Preview a reading selection using titles, topic headings, visual aids and questions.	Lesson Sequence 1. Students will interpret charts, graphs and diagrams within a chapter of their mainstream books. 2. Students will extract relevant information from various readings to develop a summary. 3. Students will use pre-reading strategies to identify the key points in a reading with teacher guidance.	• Teacher Observations. • Self-Reflections • Checklists • Goal Setting



Differentiation:

- Redirect Attention
- Rephrase, repeat directions
- Use visual clues
- Allow additional processing time
- Break down tasks into manageable units
- Differentiate activities/assignments
- Supplement auditory materials with visual aids
- Have students verbalize steps of task before proceeding
- Repetition and review of previously learned material
- Consult with Guidance Counselors and follow all I&RS procedures and action plans
- Consult with classroom teacher(s) for specific behavioral interventions.
- Provides rewards and incentives as necessary
- Assist student in accepting strengths and weaknesses
- Encourage self-Advocacy
- Build on student's intrinsic motivations
- Have student "tutor" another student in the room
- Assign a buddy, same language or English speaking
- Allow additional processing time for translation
- Encourage participation, but do not force it
- Break down complex tasks into manageable parts
- Promote class discussion

Resources Provided:

- Student Planners
- Student Notebooks
- Laptops



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills		X	
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners			

Curriculum Design Template

Content Area: Study Skills	Grade Level: Grade 6	Unit Title: Note Taking
Created: 2022		



Unit Overview Template

Content Area:	Study Skills 6	Grade Level:	Grade 6	Unit Title:	Test-Taking Strategies
Unit Summary: In this unit, students will learn how to prepare for tests, manage test anxiety, use time management strategies and answer various types of test questions.					
Primary Interdisciplinary Connections: Core Content Areas- Mathematics, English, Science, Social Studies, Health, Exploratory Electives.					
<u>21st Century Themes</u> ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	Students recommended for this course have demonstrated a need to increase their effectiveness in taking traditional tests.. This unit will give students strategies, approaches and skills in becoming more effective in using techniques to increase their achievement on standard tests as a foundational skill for all core content courses.				
Career Readiness (Standard 9): Critical Thinking and Problem-Solving (CT) • Multiple solutions often exist to solve a problem. • An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.					

Learning Targets

Standards: NJ CCCS	
Content Statements:	
CPI#:	Cumulative Progress Indicator (CPI):
CPI#SE.17.1	Statement: Develop test taking skills.
CPI#SE.17.2	Statement: Develop note-taking skills.
CPI# SE 17.5	Statement: Improve study and organizational skills for success in the content areas.
CPI# 8.1.8.D.4(technology)	Statement: Assess the credibility and accuracy of digital content.
CPI# 8.1.8.E.1 (technology)	Statement: Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.



Unit Essential Questions:

- How will knowledge of the test format help to prepare students?
- Why is it important to use different test-taking strategies to prepare for various types of test questions?

Unit Enduring Understandings:

- Students will understand how knowledge of the test format will be beneficial when preparing for a test.
- Students will understand that different test-taking strategies should be used when preparing for different types of test questions.

Unit Learning Targets:

Students will....

- Use class notes, handouts, assignments and relevant readings to construct an outline of the major points to be covered on an assessment.
- Bring all necessary materials to study skills for review prior to an assessment.
- Prepare for essay questions by predicting the questions and writing out well formed responses using notes, handouts and relevant readings.
- Prepare for short answer and multiple choice questions by creating and completing a practice test.
- Complete each area of a test given a set amount of time.
- Complete a formal assessment given a practice assessment (fill-ins, multiple choice, true/false, short answer and essay)
- Apply test taking strategies to objective and essay assessments.
- Interpret graphs, charts, diagrams and maps.



Evidence of Learning

Summative Assessment: 2 tests/quizzes monthly

Equipment Needed:

Teacher Resources:

Formative Assessments:

- Teacher Observations/ Questioning
- Self-Reflections
- Checklists
- Self and Peer Assessments
- Student Record Keeping
- Goal Setting



Lesson Plans

Lesson	Time Frame
Lesson 1 Constructing a Study Guide	2 hours/days
Lesson 2 Identifying Key Words	2 hours/days
Lesson 3 Answering Test Questions	2 hours/days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

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



Lesson Plan 1 Template

Content Area: Test Taking Strategies Lesson Title: Identifying Key Words Time Frame: 2 hours/days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Math, Communication Arts, Science, Social Studies, World Language, and Electives

Integration of Technology: Oncourse Connect, Google Suite

Equipment Needed: Notebook, Daily Planner and Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Construct a study guide of the major points to be covered in a test from the class notes and the textbook. - Predict test questions. - Prepare to take a test and reduce test anxiety.	Lesson Sequence - Students will use class notes, handouts, assignments and relevant readings to construct an outline of the major points to be covered on an assessment. - Students will prepare for essay questions by predicting the question and writing out a well formed response using notes, handouts and relevant readings. - Students will prepare for short answer and multiple choice questions by creating and completing a practice test.	- Teacher Observations. - Self-Reflections - Checklists - Goal Setting



Differentiation:

- Redirect Attention
- Rephrase, repeat directions
- Use visual clues
- Allow additional processing time
- Break down tasks into manageable units
- Differentiate activities/assignments
- Supplement auditory materials with visual aids
- Have students verbalize steps of task before proceeding
- Repetition and review of previously learned material
- Consult with Guidance Counselors and follow all I&RS procedures and action plans
- Consult with classroom teacher(s) for specific behavioral interventions.
- Provides rewards and incentives as necessary
- Assist student in accepting strengths and weaknesses
- Encourage self-Advocacy
- Build on student's intrinsic motivations
- Have student "tutor" another student in the room
- Assign a buddy, same language or English speaking
- Allow additional processing time for translation
- Encourage participation, but do not force it
- Break down complex tasks into manageable parts
- Promote classroom discussions

Resources Provided:

- Student Planners
- Student Notebooks
- Laptops



Lesson Plan 2 Template			
Content Area:	Test Taking Strategies	Lesson Title:	Identifying Key Words
		Time Frame:	2 hours/days
Lesson Components			
<u>21st Century Themes</u>			
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u>			
☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Math, Communication Arts, Science, Social Studies, World Language, and Electives			
Integration of Technology: Oncourse Connect, Google Suite			
Equipment Needed: Notebook, Daily Planner and Laptop			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify key words in test questions. - Interpret and follow written and verbal directions as given by the teacher.	Lesson Sequence - Students will bring all necessary materials to study skills for review prior to the assessment. - Students will interpret graphs, charts, diagrams and maps.	- Teacher Observations. - Self-Reflections - Checklists - Goal Setting
Differentiation: - Redirect Attention - Rephrase, repeat directions - Use visual clues - Allow additional processing time - Break down tasks into manageable units - Differentiate activities/assignments - Supplement auditory materials with visual aids - Have students verbalize steps of task before proceeding - Repetition and review of previously learned material - Consult with Guidance Counselors and follow all I&RS procedures and action plans		



- Consult with classroom teacher(s) for specific behavioral interventions.
- Provides rewards and incentives as necessary
- Assist student in accepting strengths and weaknesses
- Encourage self-Advocacy
- Build on student's intrinsic motivations
- Have student "tutor" another student in the room
- Assign a buddy, same language or English speaking
- Allow additional processing time for translation
- Encourage participation, but do not force it
- Break down complex tasks into manageable parts
- Promote classroom discussions

Resources Provided:

- Student Planners
- Student Notebooks
- Laptops



Lesson Plan 3 Template			
Content Area:	Test Taking Strategies	Lesson Title:	Answering Test Questions
		Time Frame:	2 hours/days
Lesson Components			
<u>21st Century Themes</u>			
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u>			
☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Math, Communication Arts, Science, Social Studies, World Language, and Electives			
Integration of Technology: Oncourse Connect, Google Suite			
Equipment Needed: Notebook, Daily Planner and Laptop			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Use various strategies for answering test questions. • Use various strategies for answering short answer and open-ended test questions. • Use strategies for reading and interpreting charts, graphs and tables on the test.	Lesson Sequence 1. Students will complete each area of a test given a set amount of time. 2. Students will complete a formal assessment given a practice assessment (fill ins, multiple choice, true/false, short answers and essays) 3. Students will apply test taking strategies to objective and essay assessments.	• Teacher Observations. • Self-Reflections • Checklists • Goal Setting
Differentiation: • Redirect Attention • Rephrase, repeat directions • Use visual clues • Allow additional processing time		



- Break down tasks into manageable units
- Differentiate activities/assignments
- Supplement auditory materials with visual aids
- Have students verbalize steps of task before proceeding
- Repetition and review of previously learned material
- Consult with Guidance Counselors and follow all I&RS procedures and action plans
- Consult with classroom teacher(s) for specific behavioral interventions.
- Provides rewards and incentives as necessary
- Assist student in accepting strengths and weaknesses
- Encourage self-Advocacy
- Build on student's intrinsic motivations
- Have student "tutor" another student in the room
- Assign a buddy, same language or English speaking
- Allow additional processing time for translation
- Encourage participation, but do not force it
- Break down complex tasks into manageable parts
- Promote classroom discussions

Resources Provided:

- Student Planners
- Student Notebooks
- Laptops



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills		X	
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills		X	
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Study Skills	Grade Level: Grade 6	Unit Title: Test Taking Strategies
Created: 2022	Board Approved on:	



Unit Overview Template

Content Area: Study Skills 6 **Grade Level:** Grade 6 **Unit Title:** Reinforcement of language Arts Skills

Unit Summary: In this unit, students will reinforce various LA skills on their individual strengths and weaknesses.

Primary Interdisciplinary Connections: Core Content Areas-Mathematics, English, Social Studies, Health, Exploratory Electives

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy

Unit Rationale: To incorporate the New Jersey Student Learning Standards with the Unit 1 Essential Question: What are some of the challenges and triumphs of growing up? Student will make text to self connections, text to global issues including genocide and Holocaust studies, incorporating 21 Century Skills of building literacy, effective expression, written and spoken, and working collaboratively to achieve unit goals.

Career Readiness (Standard 9):

Learning Targets

Standards: NJSLSA.R1, NJSLSA.R2, NJSLSA.R3, NJSLSA.R4, NJSLSA.R1.5, NJSLSA.R6, NJSLSA.R7, NJSLSA.R10, NJSLSA.W3, NJSLSA.W4, NJSLSA.W5, NJSLSA.W6, NJSLSA.W7, NJSLSA.W10, NJSLSA.SL1, NJSLSA.SL2, TEC.6-8.4, TEC.6-8.7

Content Statements:

CPI#:	Cumulative Progress Indicator (CPI):
RL.6.1	Cite textual evidence and make relevant connections to support analysis of what text says explicitly as well as inferences drawn from text
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of text from personal opinions or judgments
RL.6.3	Describe how particular stories or drama's plots unfolds in a series of episodes as well as how the characters respond or change as plot moves toward a resolution
RL.6.4	Determine the meaning of words & phrases as they are used in a text, including figurative & connotative meanings; analyze the impact of a specific word choice on meaning & tone
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text & contributes to the development of the theme, setting, or plot
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text
W.6.3	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, well-structured event sequences
W.6.6	Use technology, including the internet, to produce, and publish writing as well as to interact & collaborate with others

Unit Essential Questions:



- What are some of the challenges and triumphs of growing up?
- When did you have to use your imagination to find another way of doing something?
- When did a challenge lead to a triumph?
- What is a nonfiction narrative?

Unit Enduring Understandings:

- Reading is a process by which we construct meaning about the information being communicated by an author within a print or non-print medium
- Reading expands understanding of the world, its people, and oneself
- Authors write with different purposes in mind
- Readers develop a deeper understanding through reflection of text

Unit Learning Targets:

Students will....

- Be able to read and analyze how authors present ideas and express their point of view in different types of text
- Expand their knowledge and use of academic and concept vocabulary
- Write a nonfiction narrative in which they develop experience and events in which they develop experiences or events using narrative techniques effectively
- Conduct research projects of various lengths to explore a topic and clarify meaning
- Correctly use common, proper, and possessive nouns in writing and presentations
- Use word choice, sentence structures, and tone to develop their voice in their writing
- Engage in collaborative discussions, build on the ideas of others, and express their own ideas clearly
- Integrate audio, visuals, & text in presentations.



Evidence of Learning

Summative Assessment: 1 1/2 months

Equipment Needed: text books (consumables), online text, headphones, projectors, laptops

Teacher Resources: Quia, Pearson Online Programs, in class novels, YouTube clips, Flocabulary,

Formative Assessments:

- Teacher made assessments, assignments, and projects
- Exit Cards
- PowerPoints
- iMovie
- Online blog
- Journal entry
- Summary frames
- Oral Questions
- Student Conferencing
- Think/Pair/Share
- Web Map
- Self-Assessment
- Oral Questioning
- Essay Writing



Lesson Plans

Lesson	Time Frame
Lesson 1 Introduction to Childhood Unit	Ongoing
Lesson 2 name of lesson 2	X hours/days
Lesson 3 name of lesson 3	X hours/days

Teacher Notes: Continue tying activities and readings to Essential Questions. Teach first read v. close read, vocabulary in context

Curriculum Development Resources/Technology Resources:

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

Powerschool.springfieldschools.com

Pearson.pearsonrealize.com

Youtube: From Devil Child to Star Ballerina, Ted x talks



Lesson Plan 1 Template

Content Area: ELA	Lesson Title: Childhood Unit Introduction	Time Frame: 42 minutes/1 day
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Social Studies, Geography, Meteorology, Child Development

Integration of Technology:

laptops, projector

Equipment Needed:

laptops, projector, consumable text, & online text

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize and use academic vocabulary in context - Recognize root words - Connecting self & text to essential question - Read & analyze how authors present ideas and express points of view in different types of text - Write a nonfiction narrative based on life experiences	Lesson Sequence - Self-assessment on unit goals - Work on academic vocabulary in context & recognizing root words - Summarize text - Teach “close” reading & annotating - Model & practice collaborative discussion techniques	- Vocabulary used in context in writing & on worksheets - Develop effective summaries - Annotations - Quiz - Written answers to comprehension & analysis questions
Differentiation:		



Redirect Attention

- Rephrase, repeat directions
 - Use visual clues
 - Allow additional processing time
 - Break down tasks into manageable units
 - Differentiate activities/assignments
 - Supplement auditory materials with visual aids
 - Have students verbalize steps of task before proceeding
 - Repetition and review of previously learned material
 - Consult with Guidance Counselors and follow all I&RS procedures and action plans
 - Consult with classroom teacher(s) for specific behavioral interventions.
 - Provides rewards and incentives as necessary
 - Assist student in accepting strengths and weaknesses
 - Encourage self-Advocacy
 - Build on student's intrinsic motivations
 - Have student "tutor" another student in the room
 - Assign a buddy, same language or English speaking
 - Allow additional processing time for translation
 - Encourage participation, but do not force it
 - Break down complex tasks into manageable parts
- Promote class discussion

Resources Provided:

- Worksheets
- "How To" sheets
- Modeled writing exemplars
- Vocabulary & root word graphic organizers



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills			
Allow for student choice			
Provide scaffolding for acquiring targeted knowledge/skills			
Integrate global perspectives			
Integrate 21st century skills			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills			
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			
Are varied to address different student learning styles and preferences			
Are differentiated based on student needs			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives			
Provide opportunities for student reflection and self- assessment			
Provide data to inform and adjust instruction to better meet the varying needs of learners			

Curriculum Design Template

Content Area:	Grade Level:	Unit Title:
Created:	Board Approved on:	



Unit Overview Template

Content Area: Study Skills 6 **Grade Level:** Grade 6 **Unit Title:** Reinforcement of Math Skills

Unit Summary: In this unit, students will summarize a set of data by creating graphical displays and computing statistics.

Primary Interdisciplinary Connections: *Core Content Areas-Mathematics, English, Science, Social Studies, Health, Exploratory Electives*

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: *This unit focuses heavily on analyzing and interpreting a set of data in graphical displays and statistics. Students must be able to collect, organize, and interpret data to succeed in other disciplines, college and careers of the 21st century. Moreover, graphical displays and statistics appear in all aspects of everyday life in a variety of sources. Students need to be able to make sense of this information to make informed decisions.*

Career Readiness (Standard 9):

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a)

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

Learning Targets

Standards: 6.SP



Content Statements:

CPI#:	Cumulative Progress Indicator (CPI):
6.SP.A.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shapes.
6.SP.A.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.
6.SP.B.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
6.SP.B.5.C	Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
MS-ETS1-3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

Unit Essential Questions:

- How can we use statistics and graphs to describe a set of data?

Unit Enduring Understandings:

- Each graphical display has differing characteristics
- One graphical display may be more appropriate to use than another so that specific information is highlighted
- Graphs and statistics can provide meaningful information for a set of numbers

Unit Learning Targets:

Students will....

- create and analyze a set of data in graphical displays and summarize a set of data using statistics.



Evidence of Learning

Summative Assessment: 1 month

Equipment Needed: pencil-and-paper assessment

Teacher Resources:

- Textbook: Data About Us
- Online Textbook: Big Ideas Math - Green
- **NJCTL.org:**
<http://www.njctl.org/courses/math/6th-grade-math/>

Formative Assessments:

- Classwork: warm up questions, worksheets, online activities
- OnCourse Assignments
- Games
- Warm-Ups/Exit Cards



Lesson Plans

Lesson	Time Frame
Lesson 1 Graphical Displays	Ongoing
Lesson 2 name of lesson 2	X hours/days
Lesson 3 name of lesson 3	X hours/days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

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

Textbook: Data About Us

Online Textbook: Big Ideas Math - Green

NJCTL: <http://www.njctl.org/courses/math/6th-grade-math/>

IXL

Desmos

Jamboard

Games:

Game to be used with mean, median, and mode:

<https://www.bigideasmath.com/uploads/games/mmm.pdf>



Lesson Plan 1 Template

Content Area: Math Lesson Title: Graphical Displays Time Frame: Ongoing

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science

Integration of Technology:

IXL – 6th grade:

CC.3 – Stem-and-leaf plots; CC.5 – Create line plots; CC.4 – Interpret line plots; CC.9 – Create bar graphs; CC.8 – Interpret bar graphs

Equipment Needed:

Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create bar graphs, line plots, and stem-and-leaf plots for a set of data. • Analyze bar graphs, line plots, and stem-and-leaf plots to convey meaningful information about the data. • Be able to choose the best graphical data display for a specific situation.	Lesson Sequence 1. Bar Graphs (Birthday Bar Graph) 2. Line plots 3. Stem-and-leaf plots	• Classwork: warm up questions, worksheets, online activities • White board flash • Warm-Ups/Exit Cards
Differentiation: • Redirect Attention • Rephrase, repeat directions • Use visual clues • Allow additional processing time • Break down tasks into manageable units • Differentiate activities/assignments • Supplement auditory materials with visual aids		



- Have students verbalize steps of task before proceeding
- Repetition and review of previously learned material
- Consult with Guidance Counselors and follow all I&RS procedures and action plans
- Consult with classroom teacher(s) for specific behavioral interventions.
- Provides rewards and incentives as necessary
- Assist student in accepting strengths and weaknesses
- Encourage self-Advocacy
- Build on student's intrinsic motivations
- Have student "tutor" another student in the room
- Assign a buddy, same language or English speaking
- Allow additional processing time for translation
- Encourage participation, but do not force it
- Break down complex tasks into manageable parts
- Promote class discussion

Resources Provided:

- Handouts