

Study Skills & Strategies Curriculum

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ELA K-12 PRIORITY STANDARDS MAP

K	1	2	3-5	6-8	9-12
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READING FOUNDATIONAL SKILLS

RF1 Print Concepts					
RF2 Phonological Awareness					
RF3 Phonics and Word Recognition					
	RF4 Fluency				

READING

R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.					
				R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
				R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.	
		R9 Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.			

WRITING

W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.					
		W5 Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.			

SPEAKING AND LISTENING

SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.					
		SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			

ELA PRIORITY STANDARDS MAP

K	1	2	3-5	6-8	9-12
LANGUAGE					
L4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.					
			L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.		
L6 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.					

ENGLISH PRIORITY STANDARDS BY UNIT

HS Grade Level Priority Standards	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.				X	X
R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.				X	X
R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.					X
W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	X	X		X	
SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		X	X		
SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			X	X	
L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	X		X	X	

Course Information

ENGLISH 11	
CURRICULUM/CONTENT AREA	COURSE LENGTH
English	9 Weeks
GRADE LEVEL	DATE LAST REVIEWED
9-12	Formerly named "Note Taking & Study Skills"
PREREQUISITE(s) <i>if applicable</i>	BOARD APPROVAL DATE
	12/11/2023

DESIRED RESULTS

What students will know and be able to do

COURSE DESCRIPTION AND PURPOSE

In this course, students will learn techniques to support success both academically and professionally and that are grounded within the AVID WICOR Model. These techniques are anchored in increasing literacy skills across all curriculums, along with identifying and building soft skills that can be used in all areas of life. Students will engage in reflective practices to increase their self-awareness and set goals that are both achievable and motivating. Students will show their understanding through activities that will require critical thinking through writing, reading, and presenting. The units below highlight each element of WICOR and the learning targets and assessments within. Units are not linear, but rather intertwined throughout the 9 week course.

Note- this course does not qualify for English graduation credit or NCAA.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
LITERATE INDIVIDUALS... READING: Study and explore a range of values, beliefs, and	Unit 1: Writing <ul style="list-style-type: none"> How can an individual be persuasive in both their writing and speech?

assumptions to answer questions and inform understandings; literate individuals respond to varying expectations of audience, task, purpose, and discipline.

WRITING: Make strategic choices routinely for a range of authentic tasks, purposes, and audiences over extended and shorter time frames.

SPEAKING: Adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals.

LISTENING: Seek to understand a speaker and/or writer's intended message and how their background, situation, or context influences what they say.

LANGUAGE: Demonstrate an understanding of how language functions in different contexts, and apply this knowledge to meet communicative goals (*when composing, creating, and speaking*), and to comprehend more fully (*when reading and listening*).

CLAIMS AND EVIDENCE: Make claims about subjects, and rely on evidence to support reasoning that justifies the claim, often acknowledging or responding to others' (*possibly opposing*) arguments.

- How can recorded goals motivate one to find success?

Unit 2: Inquiry

- How do varying levels of questions promote critical thinking and overall comprehension?
- How can credible sources improve the quality of an argument?
- How is resilience built in an individual?

Unit 3: Collaboration

- How do the way individuals express themselves impact their ability to communicate effectively?
- How do the way people think help or hinder their understanding?
- How do soft skills help overall success both on a personal and professional level?
- How do behaviors impact success?

Unit 4: Organization

- How do different approaches to note taking lead to overall understanding?
- How can an individual change their daily behaviors to become more successful?

Unit 5: Reading

- How can annotating a text improve overall comprehension?
- How can different approaches to reading support comprehension?

PRIORITY STANDARDS

READING

R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (K-12)

R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (6-12)

R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts. (6-12)

WRITING

W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection,

organization, and analysis of content. (K-12)

W8 Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. (6-12)

SPEAKING AND LISTENING

SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (K-12)

SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (3-12)

LANGUAGE

L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. (6-12)

Unit 1: Writing

The W in WICOR stands for writing. This fundamental skill will focus on supporting students in becoming stronger and more efficient communicators, as well as a vehicle for strengthening their reflective skills. This area of focus will also support the district wide goal of continual improvement in literacy as students learn and practice each stage of the writing process and produce clear evidence of written achievement.

DESIRED RESULTS		ASSESSMENT EVIDENCE
Essential Questions <i>Students will keep considering...</i>		
<ul style="list-style-type: none">• How can an individual be persuasive in both their writing and speech?• How can written reflections support and drive goal orientated success?		
Unit Priority Standards and Learning Targets <i>Students will know and be able to...</i>		Assessment Evidence <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i>
WRITING Skills W2: Compose writing for a variety	<ul style="list-style-type: none">• Engage frequently, in every content area and classroom.	Success Criteria Rubrics → Rubrics (TBD) indicate the specific

<p>of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<ul style="list-style-type: none"> ● Cite evidence to support their thinking. ● Deepen their understanding of content. ● Demonstrate command of academic vocabulary. ● Communicate as a content expert. ● Communicate their thinking competently and confidently. 	<p>success criteria by standard and are used throughout the learning process for feedback and reflection</p> <p>Performance Task Description:</p> <ul style="list-style-type: none"> → Pre & Post Course Goal Reflection Essay → Summary Writing → Philosophical Chairs Preparation Notes <p>Key Feedback & Assessment Strategies:</p> <ul style="list-style-type: none"> ● <i>Modification:</i> Sentence stems and writing outlines ● <i>Extension:</i> Enhances summary writing and offering peer support
<p>PRIMARY RESOURCE if applicable <i>In this course, all class reads may include...</i></p>		

Unit 2: Inquiry

The I in WICOR stands for inquiry. Students in this course will develop their inquiry skills in a number of ways. First, students will learn the 3 levels of Costa's questioning and reflect on how different types of questions promote different levels of critical thinking. Second, students will also utilize inquiry within their focused notes strategy as they interact with all content material in multiple ways. Inquiry will be done both in written and verbal form to continual strength student's reflective and analytical skills.

DESIRED RESULTS	ASSESSMENT EVIDENCE
<p>Essential Questions <i>Students will keep considering...</i></p>	
<ul style="list-style-type: none"> ● How do varying levels of questions promote critical thinking and overall comprehension? ● How can credible sources improve the quality of an argument? ● How is resilience built in an individual? 	
<p>Unit Priority Standards and Learning Targets <i>Students will know and be able to...</i></p>	<p>Assessment Evidence <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i></p>

<p>WRITING Skills W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<ul style="list-style-type: none"> Analyze and synthesize materials or ideas. Clarify their own thinking. Probe other's thinking. Work through ambiguity. Solve authentic problems. 	<p>Success Criteria Rubrics → Rubrics (TBD) indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection</p>
<p>SPEAKING & LISTENING Skills SL 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>		<p>Performance Task Description: → Philosophical Chairs Debate → Focused Note Taking → Metacognitive Reading Artifacts</p> <p>Key Feedback & Assessment Strategies:</p> <ul style="list-style-type: none"> <i>Modification:</i> Question stems for differing levels of questions. <i>Extension:</i> Push towards level 3 Costa's questioning
<p>PRIMARY RESOURCE <i>if applicable</i> <i>In this course, all class reads may include...</i></p>		

Unit 3: Collaboration

The C in WICOR stands for collaboration. Students will work daily within small groups to build upon their own understandings and to build their communication skills. Collaboration is an essential soft skill for success post-secondary, and continual reflection as to how students will collaborate in their future is discussed.

DESIRED RESULTS	ASSESSMENT EVIDENCE
<p>Essential Questions <i>Students will keep considering...</i></p>	
<p>Choose one-two of these Essential Questions:</p> <ul style="list-style-type: none"> How do the way individuals express themselves impact their ability to communicate effectively? How do the way people think help or hinder their understanding? How do soft skills help overall success both on a personal and professional level? How do behaviors impact success? 	

Unit Priority Standards and Learning Targets <i>Students will know and be able to...</i>		Assessment Evidence <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i>
<p>SPEAKING & LISTENING Skills SL 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> ● Create a safe and supportive physical and philosophical environment. ● Work through identified structures and roles to achieve a common goal. ● Develop positive interdependence. ● Clearly communicate verbally and nonverbally. ● Listen effectively to decipher meaning. ● Deepen the learning of others through inquiry and active engagement. 	<p>Success Criteria Rubrics</p> <ul style="list-style-type: none"> ➔ Rubrics (TBD) indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection <p>Performance Task Description:</p> <ul style="list-style-type: none"> ➔ Academic Discourse Presentations ➔ Philosophical Chairs ➔ Socratic Seminars <p>Key Feedback & Assessment Strategies:</p> <ul style="list-style-type: none"> ● <i>Modification:</i> Use of peer supports ● <i>Extension:</i> Leadership opportunities within collaboration
<p>LANGUAGE Skills L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.</p>		
<p>PRIMARY RESOURCE <i>if applicable</i> <i>In this course, all class reads may include...</i></p>		

Unit 4: Organization

The O in WICOR stands for organization. Students will learn how to organize their thoughts, words, and physical spaces through academic research and application of skill. As a soft skill, organization is key in meeting societal expectations and achieving post secondary success. Students will show their mastery of this skill through successful completion of both a goal reflection essay and follow up essay that reflects upon the progress of term goals, as well as group presentations that will promote students to organize information in a logical manner and present in a clear and organized fashion.

DESIRED RESULTS		ASSESSMENT EVIDENCE
Essential Questions <i>Students will keep considering...</i>		
Choose one-two of these Essential Questions: <ul style="list-style-type: none"> • How do different approaches to note taking lead to overall understanding? • How can an individual change their daily behaviors to become more successful? 		
Unit Priority Standards and Learning Targets <i>Students will know and be able to...</i>		Assessment Evidence <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i>
READING R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<ul style="list-style-type: none"> • Self-direct, self-evaluate, self-monitor, and self advocate to reach academic goals • Develop and use tools to organize thinking, resources, and time • Develop and use processes, procedures, and tools to study effectively • Prepare for rigorous courses and engage fully in instruction 	Success Criteria Rubrics → Rubrics (TBD) indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection Performance Task Description: → SMART Goal Reflection Essays → Academic Discourse Presentation Key Feedback & Assessment Strategies: <ul style="list-style-type: none"> • <i>Modification:</i> Sentence starters for reflection essay and peer support for presentation.
WRITING Skills W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
SPEAKING & LISTENING Skills SL 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are		

appropriate to task, purpose, and audience.		
LANGUAGE Skills L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.		
PRIMARY RESOURCE <i>if applicable</i> <i>In this course, all class reads may include...</i>		

Unit 5: Reading

The R in WICOR stands for reading. Students will engage in varied levels of rigor and text structures. Students will be instructed on how to use metacognitive reading strategies to boost overall comprehension and will apply these skills to both short fiction and non-fiction texts. Students will also use AVID reading strategies, including Marking the Text and Charting the Text to increase their understanding of the author’s claim and function of the text.

DESIRED RESULTS	ASSESSMENT EVIDENCE
Essential Questions <i>Students will keep considering...</i>	
Choose one-two of these Essential Questions: <ul style="list-style-type: none"> ● How can annotating a text improve overall comprehension? ● How can different approaches to reading support comprehension? 	
Unit Priority Standards and Learning Targets <i>Students will know and be able to...</i>	Assessment Evidence <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i>

<p>READING</p> <p>R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>R6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.</p>	<ul style="list-style-type: none"> • Activate, engage, and extend beyond the text • Make predictions and create visual images as they read • Understand text structures • Question the text and engage in deep inquiry • Become content experts • Evaluate sources for accuracy and bias 	<p>Success Criteria Rubrics</p> <ul style="list-style-type: none"> → Rubrics (TBD) indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection <p>Performance Task Description:</p> <ul style="list-style-type: none"> → Metacognitive Reading Artifacts → Philosophical Chairs <p>Key Feedback & Assessment Strategies:</p> <ul style="list-style-type: none"> • <i>Modification and Extension::</i> Use of multiple lexile levels to meet all students and extend students learning when possible.
<p>PRIMARY RESOURCE <i>if applicable</i> <i>In this course, all class reads may include...</i></p>		