

Course: Individual Studies
Unit 3 - Study Skills and Organization

Year of Implementation: 2021-2022

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

Unit Standards:

English Language Arts

- SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively)
- SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically.
- WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
- L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.11-12.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes

Transfer Goal: Students will be able to independently use their learning to successfully plan, organize, and schedule their daily lives, both academically and personally, and modify their plans as new situations arise.

As aligned with LRHSD long term learning goals: The Lenape Regional High School District Special Education program, in alignment with the General Education program’s New Jersey Core Curriculum Content Standards for 21st Century Life and Careers, prepares our students to become successful and responsible citizens in a diverse, ever-changing world. Through completing our General Education and Special Education coursework, our students will be better able to maximize independence, advance and accomplish their personal, educational, and career goals, self-advocate in real-life situations, make sound decisions with confidence, and positively contribute to society.

Enduring Understandings

Students will understand that. . .

EU 1

strategies for organization and prioritizing obligations are key to improving one’s personal and academic life in a responsible and accountable way.

EU 2

Essential Questions

EU 1

- How do you determine the level of importance of information?
- How can organization lead to personal and academic success?
- What organizational methods work best for you?
- How will being organized impact your efficiency?
- How does organization relate to success on assessments?

EU 2

effective time management is essential to being successful and productive.

EU 3

knowledge and study skills promote self-awareness, personal responsibility and self-direction.

- What are the best strategies for you to use to meet deadlines?
- What consequences might you face should you miss a deadline?
- How does utilizing a schedule benefit you?
- How might time management help you to be responsible?
- How can you use time management skills to improve your test performance?

EU 3

- Why is accountability important?
- How can you self-correct in social and academic situations?
- What types of testing situations will you encounter in your life?
- Using skills that you have acquired, how do you prepare for tests?
- What assessment strategies work best in certain situations?

Knowledge

Students will know . . .

EU 1

- personal priorities and commitments. (9.4.12.CI.1, 9.4.12.CI.3)
- various organizational systems depending upon the task. (L.9-10.3, WHST.9-10.6, SL.9-10.2, SL.9-10.4)
- benefits of organization and how it leads to success.(9.4.12.CI.3 , 9.4.12.CT.1)
- that certain tasks are of a higher priority than others.(9.4.12.CI.1, SL.11-12.1)

Skills

Students will be able to . . .

EU 1

- create an organizational system based on individual needs. (9.4.12.CI.3)
- utilize an agenda / planner / calendar / schedule to organize due dates. (WHST.9-10.6, SL.9-10.2)
- utilize an organization system. (9.4.12.CI.1, WHST.9-10.6, SL.9-10.2)
- apply their organization strategies for success. (9.4.12.CI.1, WHST.9-10.6, SL.9-10.2, L.11-12.3)

EU 2

- consequences for missing deadlines. (9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.1)
- benefits of effective time management. (9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.1)
- the importance of accomplishing obligations in a timely manner. (9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.1, 9.4.12.CT.2, 9.4.12.CT.4, WHST.9-10.6)

EU 3

- your personal commitments and responsibilities. (9.4.12.CI.1, 9.4.12.CT.4)
- how to read and interpret directions.(L.11-12.1)
- recognize the tiers of a rubric in order to obtain the best possible score. (L.11-12.1, L.9-10.3, L.11-12.3)
- different strategies are appropriate for different testing and learning situations. (9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.1)

EU 2

- evaluate consequences of prior ineffective time management. (9.4.12.CI.1, 9.4.12.CT.1)
- develop a schedule based on individual commitments .(WHST.9-10.6)
- adjust schedule on a daily basis. (WHST.9-10.6, 9.4.12.CT.4)
- arrange tasks in order of importance and upcoming deadlines. (9.4.12.CI.1, WHST.9-10.6, 9.4.12.CT.4)
- reflect upon obstacles interfering with meeting a deadline. (9.4.12.CI.1, WHST.9-10.6, 9.4.12.CT.4)
- break tasks into achievable segments. (9.4.12.CI.1, L.9-10.3, L.11-12.3)

EU 3

- demonstrate personal responsibility for setting and maintaining an organizational system.(9.4.12.CI.1, 9.4.12.CT.1)
- apply gained knowledge to guide and produce a product for academic classes. (9.4.12.CI.1, 9.4.12.CI.2)
- use study and test taking strategies to prepare for assessments. (9.4.12.CI.1)
- determine and apply strategies appropriate for a given situation in order to successfully complete assessments. (9.4.12.CI.1, 9.4.12.CI.3)
- read information for comprehension, support, and useful connections. (L.11-12.1, L.9-10.3, L.11-12.3)
- independently access resources to support classroom learning. (SL.9-10.2, WHST.9-10.6, WHST.11-12.6)

Stage Two - Assessment

Other Evidence:

- Calendar/Agenda checks
- Personal Study skills Evaluation
- Supplemental worksheets
- Worksheets, tests, quizzes
- Dialogues with teacher
- Short-term and long-term study goals
- Periodic check of individual organizational system

Stage Three - Instruction

Learning Plan: **Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- Complete a daily agenda/student planner. (A, M) EU1
- Explain why certain items have a higher priority than others; Create priority list (M) EU2
- Research specific strategies for different learning styles. (A) EU3
- Interpret strategies relevant to your individual learning styles. (M) EU3
- Research specific strategies for different learning styles. (A) EU3
- Identify organizational strategies. (A) EU1, EU3
- Identify anxiety-reducing strategies. (A) EU1, EU3
- Discuss a variety of beneficial study habits. (M) EU3
- Create a study schedule based on those strategies. (T) EU3
- Write a journal entry in which you identify and share study skills techniques that have proven successful. (M) EU3
- Discussion of what makes good study habits and different types of study strategies (M) EU1
- Brainstorm study strategies based on individual learning style. (A) EU1, EU3
- Research and interpret topics relevant to academic classes using a variety of databases, reference books and other pertinent media. (M) EU1, EU3
- Create directions for a variety of purposes, i.e. test-taking, academic projects and living skills. (T) EU3
- Practice reading and following directions for a variety of purposes, i.e. test-taking, academic projects and living skills. (M)

EU3

- Identify test-taking strategies. (A) EU1
- Create and use study guides. (T) EU3
- Analyze organization style for effectiveness. (T) EU1
- Complete sample test questions related to the following: SAT, Accuplacer, ASVAB. (T) EU1
- Evaluate and adapt an appropriate strategy for a specific format of questions. (M, T) EU3