

Course Title – Study Skills and Career Awareness

Implement start year – 2018-2019

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Unit 1 , topic – Learning Principles

Transfer Goal – Students will be able to independently use their learning to secure their academic and personal success through utilization of critical thinking, time management, and goal-setting principles.

Stage 1 – Desired Results

Established Goals

2014 New Jersey Student Learning Standards, Strand(s)/CPI #

8.1 [Educational Technology](#)

8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and access their potential to address personal, social, lifelong learning and career needs.

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and/or social needs.

9.2 [Career Awareness, Exploration, and Preparation](#)

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.

21st Century Themes

(www.21stcenturyskills.org)

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

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy

<p>9.2.12.C.3 Identify transferable career skills and design alternate career plans.</p> <p>9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.</p>	<p><input type="checkbox"/> X ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i></p> <p><input checked="" type="checkbox"/> Flexibility and Adaptability</p> <p><input checked="" type="checkbox"/> Initiative and Self-Direction</p> <p><input checked="" type="checkbox"/> Social and Cross-Cultural Skills</p> <p><input checked="" type="checkbox"/> Productivity and Accountability</p> <p><input checked="" type="checkbox"/> Leadership and Responsibility</p>
<p><u>Enduring Understandings:</u></p> <p><i>Students will understand that . . .</i></p> <p><i>EU 1</i> an awareness of learning styles and multiple intelligences will enable one to choose strategies that support one as a learner.</p> <p><i>EU 2</i> applying the steps in critical thinking will allow one to problem solve and justify choices.</p> <p><i>EU 3</i> having organizational, time management, and goal setting skills will help one be successful.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● What is a learning style and how is it measured? ● What are the various multiple intelligences and how are they measured? ● What are my various learning styles and intelligences? ● How does identifying my learning style and multiple intelligences make me a better student and lifelong learner? <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● What are steps in the decision-making process? ● How can I apply the decision-making process in my own life? ● What is the difference between higher- and lower-level thinking and questioning? ● How does applying the decision-making process and the knowledge of levels of thinking and questioning help make me a better student and lifelong learner? <p><i>EU 3</i></p> <ul style="list-style-type: none"> ● What are the various ways to organize my time to better meet my goals? ● How can I apply time management in my own life? ● How does setting short and long term goals make me a more productive student and successful adult in the future?

<p>Knowledge: <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • the different types of learning styles and multiple intelligences. • ways of adapting new learning material to their preferred learning styles. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • utilizing the decision-making process can assist in problem-solving • knowledge of levels of thinking and questioning can assist in academic success <p><i>EU 3</i></p> <ul style="list-style-type: none"> • setting goals is an important step in achieving goals • time management strategies and organizational skills help in the accomplishment of achieving short and long term goals 	<p>Skills: <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • utilize numerous assessments to determine personal learning styles and intelligences • identify strategies to maximize academic success based on their learning styles and intelligences <p><i>EU 2</i></p> <ul style="list-style-type: none"> • analyze a real world problem and utilize the decision making process to identify the various options, determine the consequences of each and choose the best possible solution • utilize critical thinking to formulate questions to ask in class and in determining what questions might be asked on tests and exams <p><i>EU 3</i></p> <ul style="list-style-type: none"> • set short and long term goals for their future. • analyze their current schedule and determine the best way to incorporate academics, extra-curricular activities, family obligations, etc.
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Stage 2 – Assessment Evidence

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Self-Assessments and Reflection
 - Learning Styles Inventory
 - Multiple Intelligences Survey
 - Teacher generated rubric to help students evaluate projects
 - Activators
 - Summarizers
- Peer Critique
 - Think-Pair-Share on Problem Solving Scenarios
- Presentations/Projects
 - Learning styles or multiple intelligences presentation to class
 - Create a schedule using principles of time management
 - Set short/long-term goals for the current school year
- Teacher Observations
 - Teacher will guide student dialogue
 - Teacher will circulate throughout the room during activities to assess student work
- Formal Assessments
 - Projects Successful Completion
 - Creation of personal plan for academic success
 - Quizzes and Tests

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Consider the *WHERE TO* elements. 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.

- Teacher led notes and discussions (A)
- Define Key Terms including learning styles and various multiple intelligences (A)
- Graphic organizer on the decision-making process (A)
- Complete a graphic organizer on Bloom's Taxonomy (A, M)
- Utilize the decision-making process to make a decision (A, M, T)
- Write both short-term and long-term goals for various areas of your life that are specific, measurable, challenging, realistic, and have a completion date. (A, M, T)
- Solve a given problem using the decision-making process. (A, M, T)
- Identify possible test questions from each level of Bloom's taxonomy (A, M, T)
- Internet research through virtual field trips (M, T)
- Prepare a learning styles and/or multiple intelligences presentation (T)
- Create a schedule using the principles of time management (T)
- Analyze a case study, and construct advice for a student having difficulty coping with goal setting. (M, T)
- Create a personal plan for academic success (T)
- Video: *Akeelah and the Bee* (M)
- Video: *Stand and Deliver* (M)