

**Course Title – Study Skills and Career Awareness**

**Implement start year – 2018-2019**

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**Unit 2 , topic – Study Skills and Habits**

**Transfer Goal –** Students will be able to independently use their learning to secure their academic and personal success through utilization of effective listening, reading, note-taking, and test-taking strategies.

**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.

**21<sup>st</sup> Century Themes**

**( [www.21stcenturyskills.org](http://www.21stcenturyskills.org) )**

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

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| <p>8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and/or social needs.</p> <p>9.2 <a href="#">Career Awareness, Exploration, and Preparation</a></p> <p>9.2.12.C.1 Review career goals and determine steps necessary for attainment.</p> <p>9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.</p> <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>9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.</p> | <p style="text-align: center;"><b><u>21<sup>st</sup> Century Skills</u></b></p> <p><i>Learning and Innovation Skills:</i><br/> <input checked="" type="checkbox"/> Creativity and Innovation<br/> <input checked="" type="checkbox"/> Critical Thinking and Problem Solving<br/> <input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i><br/> <input checked="" type="checkbox"/> Information Literacy<br/> <input checked="" type="checkbox"/> Media Literacy<br/> <input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i><br/> <input checked="" type="checkbox"/> Flexibility and Adaptability<br/> <input checked="" type="checkbox"/> Initiative and Self-Direction<br/> <input checked="" type="checkbox"/> Social and Cross-Cultural Skills<br/> <input checked="" type="checkbox"/> Productivity and Accountability<br/> <input checked="" type="checkbox"/> Leadership and Responsibility</p> |
| <p><b><u>Enduring Understandings:</u></b><br/> <i>Students will understand that . . .</i><br/> <b>EU 1</b><br/> listening skills are critical for learning and communicating.</p> <p><b>EU 2</b><br/> the process of reading a textbook requires different techniques for understanding and comprehension.</p> <p><b>EU 3</b><br/> there are several methods of effective note taking.</p> <p><b>EU 4</b><br/> learning the different test taking strategies can increase academic success.</p>  | <p><b><u>Essential Questions:</u></b></p> <p><b>EU 1</b></p> <ul style="list-style-type: none"> <li>● What is listening? What is hearing? What is the difference between the two?</li> <li>● What impact does listening have on learning and everyday life?</li> <li>● How can obstacles to listening be overcome?</li> <li>● What are the different listening techniques for a lecture and how can they be applied to increase learning? How do these techniques vary from listening in everyday scenarios?</li> </ul> <p><b>EU 2</b></p> <ul style="list-style-type: none"> <li>● How does reading a book for fun differ from reading a textbook?</li> <li>● What are the different methods for reading and comprehending a textbook?</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• How does the structure of a textbook and the chapters within help for understanding and comprehension?</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• What are the various ways to take notes from a textbook? From a lecture? How do these vary?</li> <li>• What are some obstacles to effective note taking?</li> <li>• How can I develop my own method of effective note taking?</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>• How do you remember information?</li> <li>• What are the various memory principles that can be applied to ensure retention?</li> <li>• What are the different types of test questions and how can you prepare for them?</li> <li>• What strategies can be implemented before, during, and after a test?</li> </ul>                                 |
| <p><b>Knowledge:</b><br/><i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• the difference between hearing and listening.</li> <li>• techniques to overcome obstacles to listening in a variety of settings.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• several methods to read a textbook to maximize comprehension.</li> <li>• the structure of a textbook will help to increase understanding and retention of information.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• various strategies to taking effective notes.</li> <li>• which strategy works best for them and their learning style.</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>• the different type of test questions that can be asked in an academic setting and how to prepare for each.</li> <li>• what to do before, during, and after a test has been taken.</li> </ul> | <p><b>Skills:</b><br/><i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• analyze numerous situations and determine ways to improve listening for comprehension.</li> <li>• identify and implement strategies for overcoming obstacles to listening to maximize learning.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• utilize a minimum of one method to process information from a textbook</li> <li>• pinpoint items in academic texts which increase comprehension and retention.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• practice the various note taking strategies and analyze them to determine what method(s) works best for them.</li> <li>• take notes from both lectures and textbooks utilizing their preferred method(s)</li> </ul> <p><i>EU4</i></p> |

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|  | <ul style="list-style-type: none"><li>● apply the different memory principles to prepare for a quiz or test.</li><li>● properly prepare for tests by identifying the type of question that is being asked and applying the corresponding strategy to find the best answer.</li><li>● efficiently prepare for and take a test applying the techniques learned and evaluate the test once given back for mistakes and errors.</li></ul> |
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## Stage 2 – Assessment Evidence

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

- Self-Assessments and Reflection
  - Self-evaluation of listening activities
  - Self-evaluation of note taking activities
  - Self-evaluation of test taking activities
  - Teacher generated rubric to help students evaluate projects
  - Activators
  - Summarizers
- Peer Critique
  - Think-Pair-Share on obstacles to listening and reading effectively
- Presentations/Projects
  - Research note taking methodology and prepare poster on topic of reading/notetaking method of choice
  - Take notes from textbook, magazine article, and online sources\
  - Design a study space flyer
- Teacher Observations
  - Teacher will guide student dialogue
  - Teacher will circulate throughout the room during activities to assess student work
- Formal Assessments
  - Projects Successful Completion
  - Compare/contrast chart between listening and hearing
  - Quizzes and Tests

### Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** *Consider the WHERETO 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 (A)
- Graphic Organizer on Compare and Contrast between Listening/Hearing (A)
- Practice method of reading with a chapter in the Career textbook (A, M)
- Practice taking notes using various note-taking methods (A, M)
- Match note-taking methods with learning styles (A, M)
- Practice using abbreviations and symbols to take concise notes (A, M)
- Distinguish the difference between memorizing information and actually learning information (A, M)
- Create a chart describing how to prepare for different types of test questions (M, T)
- Internet research through virtual field trips (M, T)
- Design an appropriate study space (M,T)
- Video: *Freedom Writers* (M)
- Video: *Finding Forrester* (M)