Union County Educational Services Commission
High School Course Syllabus

Title: WIN (What I Need)

Timeline: Full Year; 5 Credits

Course Description:
This course will be hybrid, allowing students to complete coursework in classes where they need additional support. It will also be grounded in the four primary executive functioning skills: time management, organization, working memory, and problem-solving. Students will work on these skills to increase their performance in the classroom and prepare them for post-secondary plans such as college, trade schools, or employment. All students at LMA are classified and will learn to utilize strengths in their IEPs while working on and utilizing their accommodations and modifications.

Course Outline:
    I.   Time Management
    II.   Organization
   III. Working Memory
   IV. Problem-Solving

Refer to the attached curriculum map for a detailed outline of course objectives.

Curriculum Alignment:
New Jersey Student Learning Standards - Career Readiness, Life Literacies & Key Skills

Grading Procedures:

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

Adoption Date:

	Unit 1	Unit 2	Unit 3	Unit 4
Number of Weeks	approx. 10 weeks	approx. 10 weeks	approx. 10 weeks	approx. 10 weeks
Topic	Time Management	Organization	Working Memory	Problem-Solving
Standards	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and	9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and

	problem solving (e.g., 1.3E.12profCR3.a).			problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes. 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1,

				7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
Content	-Daily Schedules -Weekly Schedules -Goal-setting -Delegating Tasks -'Chunking' assignments into manageable tasks. -Prioritizing Commitments	-Organizing materials with labels. -Learning how to utilize digital devices such as Google Drive. -How to organize an individual workspace to be effective. -Creating checklists in order to be organized for success.	-Active Recall -Spaced Repetition -Learning Mnemonic Devices -'Chunking' material into smaller, more manageable pieces -How to manage distractions. -Stress Management	-Using multiple perspectives to solve a problem. -Brainstorming skills -Mind Mapping -Working in groups to solve a problem.
Skills	In addition to time management, the following executive function skills will be emphasized: -self-restraint -working memory -emotion control -focus -task initiation -planning/prioritization -organization -defining and achieving goals -flexibility -observation -stress tolerance	In addition to organization, the following executive function skills will be emphasized: -self-restraint -working memory -emotion control -focus -task initiation -planning/prioritization -time management -defining and achieving goals -flexibility -observation -stress tolerance	In addition to working memory, the following executive function skills will be emphasized: -self-restraint -emotion control -focus -task initiation -planning/prioritization -organization -time management -defining and achieving goals -flexibility -observation -stress tolerance	In addition to problem-solving, the following executive function skills will be emphasized: -self-restraint -working memory -emotion control -focus -task initiation -planning/prioritization -organization -time management -defining and achieving goals -flexibility -observation -stress tolerance
Resources	https://smarts-ef.org/	https://smarts-ef.org/	https://smarts-ef.org/	https://smarts-ef.org/

	https://mcc.gse.harvard.edu/resources-for-educators/for-educators-time-management-lesson-plan https://sites.rowan.edu/academic-affairs/facultycenter/resources/teachingresources/timemanagement.html https://harvardcenter.wpenginepowered.com/wp-content/uploads/2015/05/Activities-for-Adolescents.pdf https://files.wmich.edu/s3fs-public/2024-08/magc_ef_presentation_april_2024_0.pdf https://www.efspecialists.com/post/17-ways-to-teach-executive-functioning-skills-in-school	https://teachingcommons.stanford.edu/news/organization-strategies-students https://harvardcenter.wpenginepowered.com/wp-content/uploads/2015/05/Activities-for-Adolescents.pdf https://files.wmich.edu/s3fs-public/2024-08/magc_ef_presentation_april_2024_0.pdf https://www.efspecialists.com/post/17-ways-to-teach-executive-functioning-skills-in-school	https://bokcenter.harvard.edu/how-memory-works https://dyslexiahelp.umich.edu/professionals/dyslexia-school/working-memory https://harvardcenter.wpenginepowered.com/wp-content/uploads/2015/05/Activities-for-Adolescents.pdf https://files.wmich.edu/s3fs-public/2024-08/magc_ef_presentation_april_2024_0.pdf https://www.efspecialists.com/post/17-ways-to-teach-executive-functioning-skills-in-school	https://cft.vanderbilt.edu/guides-sub-pages/problem-solving/ https://today.ucsd.edu/story/dont-just-tell-students-to-solve-problems-teach-them-to https://pressbooks.lib.vt.edu/teachagriculture/chapter/learning-as-problem-solving/ https://harvardcenter.wpenginepowered.com/wp-content/uploads/2015/05/Activities-for-Adolescents.pdf https://files.wmich.edu/s3fs-public/2024-08/magc_ef_presentation_april_2024_0.pdf https://www.efspecialists.com/post/17-ways-to-teach-executive-functioning-skills-in-school