

## Rumson-Fair Haven Regional High School

**Course:** *Learning Skills*

**Staff Writers:** Victoria Imperato

**Supervisor:** Dr. Noelle Laufer

**Approved:** September 2023

### **Section I: Course Description**

The *Learning Skills* curriculum is designed to engage and prepare high school students with the skills and strategies needed to enhance individual learning and promote continuing academic success. This course has been developed to provide students with the knowledge and training in skills that will aid in successful participation in high school and as global members of the 21st-century society. The practical application of learning skills and techniques will enable students to become more independent and strategic learners, strengthening their academic habits across all academic settings. Students will be provided with individualized instruction in particular skill areas that are needed for individual success. Students will focus on developing organizational skills, time management strategies, study methods, test-taking strategies, reading, writing, and research skills, and methods for efficiently communicating. Students will engage in reflective practices and activities to strengthen their self-awareness and understanding, and to assist with the identification of personal strengths and learning preferences. Students will be provided with opportunities to aid in the improvement of self-advocacy skills, goal setting and organization, building vocabulary, memory, and focus, as well as broadening their depth of understanding by making connections between learning strategies and academic performance. Through the application of individualized learning strategies, student record keeping, discussion, and reflective practices, students will learn to take responsibility for their own learning and better manage academic demands, which will in turn, enhance learner independence and promote personal growth and academic success.

### **Section II: NJSLs: New Jersey Student Learning Standards/Learning Objectives**

1. [2016 New Jersey Student Learning Standards: English Language Arts for Grades 9-10:](#)
  - o “The New Jersey Student Learning Standards for English Language Arts (NJSLs-ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life. They define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K-12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.
2. [Standard 8.1 \(Computer Science\) and 8.2 \(Design Thinking\) of the 2020 NJSLs:](#)
  - o “The ‘Intent and Spirit of the Computer Science and Design Thinking Standards’ is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.”
3. [2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills:](#)
  - o “The structure of NJSLs- Career Readiness, Life Literacies, and Key Skills (NJSLs-CLKS) is intended promote the development of curricula and learning experiences that reflect the vision and mission of Career Readiness, Life Literacies and Key Skills... foster greater coherence and appropriate progressions across grade bands; establish meaningful connections among the major areas of study; prioritize the important ideas and core processes that are central and have lasting value beyond the classroom; and reflect the habits of mind central to Career Readiness, Life Literacies and Key Skills that lead to post-secondary success.  
**\*Climate Change:** The state of New Jersey has mandated instruction in, “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”
4. [\\*Amistad Law: N.J.S.A. 18A 52:16A-88:](#)
  - o The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.”
5. [\\*Holocaust Law: N.J.S.A. 18A 35-28:](#)
  - o The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on

life will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.”

6. **\*LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:**
  - o A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.”
7. **Asian American and Pacific Legislation: N.J.S.A 4021/A6100:**
  - o The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders, will enable New Jersey’s schools to provide a curriculum that reflects the diversity of our state. In accordance with state law: “A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through as part of the school district’s implementation of the New Jersey Student Learning Standards in Social Studies.”
8. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom’s Taxonomy of Cognitive Objectives*

### **Section III: Curriculum Modifications**

The *Learning Skills* curriculum is subject to further case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district’s English Language Learners (ELL) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans.

Coursework and assessments will be modified individually for students when necessary. Modifications may include but are not limited to:

- Small group instruction
- One-on-one instruction
- Independent work stations
- Use of graphic organizers
- Interest inventories and questionnaires
- Audio resources to complement written texts and concepts
- Visual resources to complement written texts and concepts
- Extra time on assessments and large scale projects
- Reduced length of written assignments
- Large projects broken into smaller tasks and timelines
- Tiered Instruction
- Individual help during practice
- Diagrams and color coding for visual learners
- Verbal and written directions for visual and auditory learners
- Provided class notes
- Preferential seating
- Spelling not penalized
- Varied supplemental activities
- Assessments delivered orally

### **Section IV: Preparation for Standardized Testing**

Instruction in *Learning Skills* is aligned with the requirements of state and national standardized assessments, including the *NJSLA*, the *ACT*, the *PSAT* and the *SAT*.

### **Section V: Curriculum Pacing Guide**

Curriculum Pacing Guide	
Course Title: <i>Learning Skills</i>	Grade Level: 9-12
Unit I: Planning and Goal Setting	Weeks: 1-3
Unit II: Organization	Weeks: 4-8
Unit III: Time Management	Weeks: 9-13
Unit IV: Learning Strategies	Weeks: 14-20
Unit V: Test Taking Strategies	Weeks: 21-26
Unit VI: Research & Reference Skills	Weeks: 27-31
Unit VII: Reading & Writing Skills	Weeks: 32-36
Unit VIII: Strategies for Self-Awareness	Weeks: 37-40

### **Section VII: Primary Texts and Year Long Instructional Resources**

The following texts and instructional resources are employed for all students in *Learning Skills*:

- Google Classroom and G-suite applications
- *Common Sense Education* ([www.commonsense.org](http://www.commonsense.org))
- *Turnitin.com* (<https://www.turnitin.com/>)
- *Purdue OWL* ([https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html))
- *Merriam Webster* (<https://www.merriam-webster.com/>)
- *Vocabulary.com* (<https://www.vocabulary.com/>)
- SMARTS planning tools (<https://smarts-ef.org/>)
- *Magnum-Strichart* supplemental workbook and activity resources
- Digital calendar and planning platform applications
- Student surveys and self-assessments ([unicef.org](http://unicef.org))
- Multiple Intelligence Quiz ([literacyworks.com](http://literacyworks.com))
- NJDOE resources and student testing resources
- [Quizlet](#)
- [Edpuzzle](#)
- [Eduastic](#)
- [Kahoot](#)

### Section VIII: Grading Formula and Assessment Modes

Marking period grades in *Learning Skills* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined prior to the start of each academic year and will be published in the posted/distributed course syllabi.

### Section IX: Unit Templates

The following unit templates have been established for the *Learning Skills* curriculum by the *Learning Skills* instructional team:

Unit I: Planning and Goal Setting		
<b>Unit Summary</b>		
<p>In this unit, students will gain an understanding of their own learning styles and work habits to help build an individualized learning profile. Students will identify preferred work habits, academic strengths, and weaknesses, and use their individualized learning profile to set personal goals. Students will learn to develop reasonable goals, both short-term and long-term, for the purpose of personal growth and improvement in academic achievement.</p>		
<b>Standards/Core Ideas/Performance Expectations/Progress Indicators</b>		
<p>The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Learning Skills</i>:</p> <ul style="list-style-type: none"> <li>● <i>2016 New Jersey Student Learning Standards: English Language Arts for Grades 9-10</i> <ul style="list-style-type: none"> <li>○ Reading: NJLSA.R1-4, NJLSA.R7           <ul style="list-style-type: none"> <li>■ RL.9-10.1-2, RI.9-10.1-2, RI.9-10.7-8</li> </ul> </li> <li>○ Writing: NJLSA.W2-3, NJLSA.W4-7           <ul style="list-style-type: none"> <li>■ W.9-10.2-3, W.9-10.6, W.9-10.8, W.9-10.10</li> </ul> </li> <li>○ Speaking and Listening: NJLSA.SL1-2, NJLSA.SL4-5           <ul style="list-style-type: none"> <li>■ SL.9-10.1-2, SL.9-10.4-5</li> </ul> </li> <li>○ Language: NJLSA.L2-3, NJLSA.L6           <ul style="list-style-type: none"> <li>■ L.9-10.2-3, L.9-10.6</li> </ul> </li> </ul> </li> <li>● <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> <li>○ 8.1.12.1C.1, 8.2.12.ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1</li> </ul> </li> <li>● <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> <ul style="list-style-type: none"> <li>○ 9.3.12.AR.1-4,6, 9.3.12.AR-PRT 1-3, 9.3.12.ED.2-3, 8,10, 9.3.IT. 6, 9.3.IT-PRG.2</li> <li>○ 9.4.12.CI.1-3, 9.4.12.CT. 1-4, 9.4.12.IML.1-2,7-9, 9.4.12.GCA.1</li> </ul> </li> </ul>		
Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> <li>● What are positive work habits for successful students?</li> <li>● How can identifying individual strengths impact learning?</li> <li>● What are learning styles?</li> <li>● Why is it important to set goals?</li> <li>● How are realistic goals set and monitored?</li> </ul>	<ul style="list-style-type: none"> <li>● Positive work habits are individualized methods that help students to perform at their best; these are organized, structured, student routines that facilitate overall academic success.</li> <li>● Identifying individual strengths promotes self-awareness and understanding of what works for the individual learner, making learning more attainable while reinforcing positive work habits.</li> <li>● Learning styles are the specific learning preferences and actions of students, which allow for the identification of personal strengths and account for differences among learners.</li> <li>● Setting goals is an important part of the planning process, it sets a path for progress, keeps an organized focus, and enhances personal motivation.</li> <li>● Setting realistic goals is an acquired skill set that develops over time; through goal-setting methods (<i>i.e. SMART method</i>) and self-reflection, short-term and long-term goals can be set, monitored, adjusted, and met with success.</li> </ul>	
Evidence of Learning		
<b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>● Classwork</li> <li>● Reflective surveys</li> <li>● Teacher observations &amp; questioning</li> <li>● Worksheets &amp; study guides</li> <li>● Student record keeping</li> </ul>	<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Tests</li> <li>● Survey responses</li> <li>● Performance activities</li> <li>● Goals assessments</li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>● Self-assessment surveys</li> <li>● Notebook/journal</li> <li>● Goal setting organizers</li> <li>● Chromebook and handheld device</li> <li>● Google Classroom &amp; applications</li> <li>● Personal planner</li> </ul>

<ul style="list-style-type: none"> <li>● Goal setting</li> <li>● Performance activities</li> </ul>	<ul style="list-style-type: none"> <li>● Links to applications and digital resources</li> </ul>
--	---

## Unit II: Organization

### Unit Summary

In this unit, students will investigate the meaning of organization and how ideas of being organized vary based on individual experiences and preferences. Through discussion and practical application of strategies, such as organizing course materials, tasks, and resources, students will gain an understanding of how to become more organized, why it is important to be an organized student, and how personal organization is directly related to academic success. Students will work to strengthen their own organizational skills to enhance individual success across all content areas of academia.

### Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Learning Skills*:

- *2016 New Jersey Student Learning Standards: English Language Arts for Grades 9-10*
  - Reading: NJLSA.R1-4, NJLSA.R7
    - RL.9-10.1-2, RI.9-10.1-2, RI.9-10.7-8
  - Writing: NJLSA.W1-2, NJLSA.W4-6, NJLSA.W7-10
    - W.9-10.1-2, W.9-10.4-9, W.9-10.10
  - Speaking and Listening: NJLSA.SL1-2, NJLSA.SL4-6
    - SL.9-10.1-2, SL.9-10.4-6
  - Language: NJLSA.L1-4, NJLSA.L6
    - L.9-10.1-4, L.9-10.6
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.IC.1, 8.2.12.ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.3.12.AR.1-4,6, 9.3.12.AR-PRT 1-3, 9.3.12.ED.2-3, 8,10, 9.3.IT. 6, 9.3.IT-PRG.2
  - 9.4.12.CI.1-3, 9.4.12.CT. 1-4, 9.4.12.IML.1-2,7-9 , 9.4.12.GCA.1

### Unit Essential Questions

- What is organization?
- What are organizational skills?
- What are some organizational skills of successful students?
- Why is it important to be prepared with required materials?
- How does being organized impact student success?

### Unit Enduring Understandings

- Organization refers to a series of methods or systems that aid with meeting expectations. Organization can be applied to physical materials, tasks, deadlines, and all areas of life.
- Organizational skills are strategic, individualized skills that students use to complete tasks and achieve goals with efficient use of time.
- Organizational skills become more individualized as students evolve; some strong organizational skills of successful students include physical organization, prioritization, organization of physical space, setting goals, task management, and time management.
- Students who practice strong organizational skills in their academics use time efficiently by reducing chaos and distractions, prioritize tasks to meet deadlines, allocate study time and space, and are more likely to be fully prepared; all of which contribute to higher levels of academic success.

### Evidence of Learning

#### Formative Assessment:

- Classwork
- Reflective surveys
- Teacher observations & questioning
- Worksheets & study guides
- Student record keeping
- Performance activities

#### Summative Assessment:

- Quizzes
- Tests
- Performance activities
- Survey responses
- Essays

#### Resources Needed:

- Notebook/journal
- Chromebook and handheld device
- Google Classroom
- Study Skills workbook
- Academic course materials
- Personal planner
- Links to applications and digital resources

## Unit III: Time Management

### Unit Summary

In this unit, students will learn the importance of managing their time and prioritizing tasks. Students will be provided with time management strategies and methods for prioritizing based on scheduling and level of importance. Students will

analyze their personal schedules and usage of time in order to find and implement effective time management strategies that will help them to complete tasks more efficiently. Students will learn to allocate time appropriately, create a study schedule, and establish a routine for completing work and tasks. These strategies, coupled with reflective practices, will help students to utilize and connect their time management skills with improved academic success.

#### Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Learning Skills*:

- *2016 New Jersey Student Learning Standards: English Language Arts for Grades 9-10*
  - Reading: NJLSA.R1-4, NJLSA.R7
    - RL.9-10.1-2, RI.9-10.1-2, RI.9-10.7-8
  - Writing: NJLSA.W2-3, NJLSA.W4-7
    - W.9-10.2-3, W.9-10.6, W.9-10.8, W.9-10.10
  - Speaking and Listening: NJLSA.SL1-2, NJLSA.SL4-5
    - SL.9-10.1-2, SL.9-10.4-5
  - Language: NJLSA.L2-3, NJLSA.L6
    - L.9-10.2-3, L.9-10.6
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.1C.1, 8.2.12.IH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.3.12.AR.1-4,6, 9.3.12.AR-PRT 1-3, 9.3.12.ED.2-3, 8,10, 9.3.IT. 6, 9.3.IT-PRG.2
  - 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9, 9.4.12.GCA.1

#### Unit Essential Questions

- What is time management?
- How do time-wasters impact task completion?
- What does it mean to prioritize?
- How do schedules play a role in time management and task completion?
- What does it mean to establish an academic routine?
- What are effective time management and prioritization strategies?

#### Unit Enduring Understandings

- Time management is an organizational skill that includes planning the efficient use of time for differing activities.
- Prioritization is an executive functioning skill used to organize activities based on level of importance. To prioritize means to divide activities based on the level of urgency, allowing for appropriate allocation of time and efficient completion.
- Understanding and creating a personal schedule provides insight into personal usage of time, and areas in need of more time, and allows for appropriate planning and allocation of time to complete tasks and engage in activities. Schedules assist with the organization of time and efficient completion of tasks.
- Establishing an academic routine means developing a general but flexible schedule of structured habits for class preparation, engaging in class time, morning and after school activities, study and homework time, bedtime, etc. Once a student has found their basic academic routine, positive work habits are reinforced.
- Effective time management and prioritization strategies include planning, creating schedules, lists of tasks and assignments, identifying personal strengths, weaknesses, and goals, creating to-do lists, using academic planners, calendars, and setting personal reminders.

#### Evidence of Learning

##### Formative Assessment:

- Classwork
- Reflective surveys
- Teacher observations & questioning
- Worksheets & study guides
- Student record keeping
- Questionnaires
- Performance activities

##### Summative Assessment:

- Quizzes
- Tests
- Performance Activities
- Survey Responses
- Performance activities
- Essay responses

##### Resources Needed:

- Notebook/journal
- Chromebook and handheld device
- Timer
- Google Classroom and applications
- Study skills workbook
- Self-assessment tracker
- Personal planner
- Calendar/scheduler
- Links to applications and digital resources

#### Unit IV: Learning Strategies

#### Unit Summary

In this unit, students will investigate a variety of learning strategies and study skills to develop an awareness of preferred methods that help to improve their own academic performance. Students will learn how to apply their preferred strategies to enhance individual learning, improve study habits, and assist with understanding and retention of course content. Students will engage in performance activities to strengthen their preferred learning strategies and to evaluate their own success by using those methods. Students will relate the use of learning strategies and methods to individual growth and higher levels of academic success and will recognize how each individual is unique in their approach and style.

### Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Learning Skills*:

- *2016 New Jersey Student Learning Standards: English Language Arts for Grades 9-10*
  - Reading: NJLSA.R1-7, NJLSA.R9-10
    - RL.9-10.1-2, RL.9-10.4-5, RI.9-10.1-2, RI.9-10.4-5, RI.9-10.7-8, RI.9-10.10
  - Writing: NJLSA.W1-2, NJLSA.W4-6, NJLSA.W7-10
    - W.9-10.1-2, W.9-10.4-9, W.9-10.10
  - Speaking and Listening: NJLSA.SL1-2, NJLSA.SL4-6
    - SL.9-10.1-2, SL.9-10.4-5
  - Language: NJLSA.L1-4, NJLSA.L6
    - L.9-10.1-4, L.9-10.6
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.IC.1, 8.2.12.IH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.2.12.CAP.2-3, 9.2.12.CAP.5-6, 9.2.8.CAP.15-19
  - 9.3.12.AR.1-4,6, 9.3.12.AR-PRT 1-3, 9.3.12.ED.2-3, 8,10, 9.3.IT. 6, 9.3.IT-PRG.2
  - 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9, 9.4.12.GCA.1

#### Unit Essential Questions

- What are learning skills?
- Are learning strategies universal or individualized by approach?
- Why is it important for students to know their learning styles?
- How do learning strategies and study habits correlate to academic success?
- What learning strategies can lead to academic success?

#### Unit Enduring Understandings

- Learning skills refer to the variety of skills needed for successful learning; skills that prepare students for complex, creative, collaborative, and communicative engagement in 21st-century society. Learning skills focus on methods that enhance engagement in critical thinking.
- Learning strategies are individualized, although universal methods do exist. The individual determines methods that work best for them and contribute to their own success. Individual learning strategies vary from person to person and are unique to their learning style and strengths.
- Understanding personal learning styles allows students to find the learning strategies that work best for them, facilitating learners to become more independent while assisting with personal growth and success.
- The use of learning strategies aids in attaining personal goals, metacognitive functioning, and memory, and predicts higher levels of student success.
- Learning strategies that contribute to academic success include goal setting, organization, communication and collaboration, research, self-reflection, reading, writing, test prep, and identifying personal motivators.

#### Evidence of Learning

##### Formative Assessment:

- Classwork
- Reflective surveys
- Teacher observations & questioning
- Study guides
- Student record keeping
- Questionnaires
- Performance activities

##### Summative Assessment:

- Quizzes
- Tests
- Learning strategies survey
- Survey Responses
- Performance activities
- Essay Responses

##### Resources Needed:

- Notebook/journal
- Student surveys and self-assessments
- Study skills workbook
- Chromebook and handheld device
- Google Classroom & applications
- Personal planner/Calendar
- Content coursework and grade tracker
- Links to applications and digital resources

### Unit V: Test Taking Strategies

#### Unit Summary

In this unit, students will learn how to prepare for tests, use time-management strategies to assist in test taking, and engage in test practice to enhance understanding of questioning, memory of content, and assessment performance. Students will identify positive and negative test-taking strategies and work to improve their current methods for use in academic settings. Students will also identify test stressors and distractors and to create an environment and mental space that facilitates focus, concentration, and achievement. Through practice and self-monitoring, students will gain an understanding of test-taking strategies that will help improve testing performance.

#### Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Learning Skills*:

- *2016 New Jersey Student Learning Standards: English Language Arts for Grades 9-10*
  - Reading: NJLSA.R1-4, NJLSA.R6-10
    - RL.9-10.1-2, RL.9-10.4, RL.9-10.6, RL.9-10.9-10 RI.9-10.1-2, RI.9-10.5-6, RI.9-10.8-10
  - Writing: NJLSA.W1-2, NJLSA.W4-6, NJLSA.W7-10
    - W.9-10.1-2, W.9-10.4-9, W.9-10.10
  - Speaking and Listening: NJLSA.SL1-2, NJLSA.SL5-6
    - SL.9-10.1-2, SL.9-10.5-6
  - Language: NJLSA.L1-6
    - L.9-10.1-6
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.IC.1, 8.2.12.IH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.3.12.AR.1-4,6, 9.3.12.AR-PRT 1-3, 9.3.12.ED.2-3, 8,10, 9.3.IT. 6, 9.3.IT-PRG.2
  - 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9, 9.4.12.GCA.1

#### Unit Essential Questions

- What are test-taking strategies?
- How do study methods relate to test performance?
- How does knowledge of test format assist with student preparation?
- What are the test-taking strategies of successful students?
- How can students develop appropriate study and test-taking environments?

#### Unit Enduring Understandings

- Test-taking strategies are cognitive strategies that help students to prepare and understand what to do during tests.
- Study methods and active participation in learning, such as self-quizzing, reviewing, explaining, and researching concepts, enhance student performance on assessments.
- Understanding test format, method, or type of content, allows appropriate identification of study methods, practice, and student focus, reduces test anxiety, and gives an opportunity for the formulation of answers.
- Test-taking strategies of successful students include planning, study time, use of review methods, test practice, anticipating questions, formulating answers, reading directions carefully, reading each question and answer, eliminating, communicating, and checking over.
- Students can develop appropriate study and test-taking environments by recognizing and eliminating distractors, creating a schedule for study and answering test questions, having materials and supplies accessible, adjusting sound and lighting, and creating a good mental space.

#### Evidence of Learning

##### Formative Assessment:

- Classwork
- Reflective surveys
- Teacher observations & questioning
- Worksheets & study guides
- Student record keeping
- Questionnaires
- Performance activities

##### Summative Assessment:

- Quizzes
- Tests
- Performance Activities
- Survey Responses
- Performance activities
- Essay Responses
- NJDOE Practice Tests

##### Resources Needed:

- Notebook/journal
- NJDOE student testing resources
- Self-assessment surveys
- Chromebook and handheld device
- Google classroom
- Personal planner/Calendar
- Study Skills workbook
- Links to applications and digital resources

### Unit VI: Research Skills

#### Unit Summary

In this unit, students will understand the significance of developing strong research skills to effectively engage in academics as well as 21st-century society. Students will gain an understanding of the purpose of research, the types of research, and how to appropriately navigate applications, search engines, and references. Students will use a set of

research strategies to gain insight into their own methods and utilize the most effective strategies needed for academic courses, as needed. Students will work to improve their research skills, and their ability to interpret, analyze, and communicate feedback on a particular topic or subject area which can be applied to all academic areas.

### Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Learning Skills*:

- *2016 New Jersey Student Learning Standards: English Language Arts for Grades 9-10*
  - Reading: NJLSA.R1-2, NJLSA.R4-10
    - RL.9-10.1-2, RL.9-10.4-6, RI.9-10.1-6, RI.9-10.8-10
  - Writing: NJLSA.W1-2, NJLSA.W4-8, NJLSA.W9-10
    - W.9-10.1-2, W.9-10.4-10
  - Speaking and Listening: NJLSA.SL1-2, NJLSA.SL4-6
    - SL.9-10.1-2, SL.9-10.4-6
  - Language: NJLSA.L1-6
    - L.9-10.1-6
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.IC.1, 8.2.12.IH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.2.12.CAP.2-3, 9.2.12.CAP.5-6, 9.2.8.CAP.15-19
  - 9.3.12.AR.1-4,6, 9.3.12.AR-PRT 1-3, 9.3.12.ED.2-3, 8,10, 9.3.IT. 6, 9.3.IT-PRG.2
  - 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9, 9.4.12.GCA.1

#### Unit Essential Questions

- What is the purpose of research?
- What are the research skills of successful students?
- How can students navigate through various search engines and find legitimate sources?
- How can research strategies be applied to specific subjects to improve student performance?

#### Unit Enduring Understandings

- The purpose of research in any scope, is to gain knowledge, find efficient solutions, and progress or advance in society.
- Research skills of successful students include asking questions, collecting data /information, taking notes, attention to detail, reading and summarizing, time management, finding legitimate sources, analyzing, and communicating.
- Understanding the legitimacy of sources through familiarity or advanced search settings helps students navigate through the magnitude of information on the web. Using academic journals, scholarly databases, citations, government agencies, professional organizations, and advanced search settings helps students find credible information and sources more efficiently.
- Research strategies serve as the avenue for gaining more information on any topic. Students can use research skills to strengthen their understanding of all subject areas.

### Evidence of Learning

#### Formative Assessment:

- Classwork
- Teacher observations & questioning
- Worksheets & study guides
- Student research projects
- Questionnaires
- Performance activities

#### Summative Assessment:

- Quizzes
- Tests
- Performance Activities
- Survey Responses
- Performance activities
- Research Portfolio
- Research Response

#### Resources Needed:

- Notebook/journal
- Chromebook and handheld device
- Google Classroom & applications
- Study skills workbook
- Personal planner
- Calendar
- Links to applications and digital resources

## Unit VII: Reading & Writing Skills

### Unit Summary

In this unit, students will develop more effective reading and writing strategies to use in their academics. Students will assess their current methods, reading and writing strengths, and areas of difficulty, and engage in activities and coursework to practice and improve upon those current methods. Students will interpret various text sources, visual aids, and graphics to practice reading strategies and engage in written responses. Through their application, students will learn to identify effective strategies for reading and identifying important information in text, as well as methods for outlining and writing to clearly communicate ideas.

### Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Learning Skills*:

- *2016 New Jersey Student Learning Standards: English Language Arts for Grades 9-10*
  - Reading: NJLSA.R1-2, NJLSA.R4-10
    - RL.9-10.1-2, RL.9-10.4-5, RI.9-10.1-2, RI.9-10.4-5, RI.9-10.7-8, RI.9-10.10
  - Writing: NJLSA.W2, NJLSA.W4-6, NJLSA.W9-10
    - W.9-10.1-2, W.9-10.4, W.9-10.6, W.9-10.9-10
  - Speaking and Listening: NJLSA.SL2-6
    - SL.9-10.2-6
  - Language: NJLSA.L1-6
    - L.9-10.1-6
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.IC.1, 8.2.12.IH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.3.12.AR.1-4,6, 9.3.12.AR-PRT 1-3, 9.3.12.ED.2-3, 8,10, 9.3.IT. 6, 9.3.IT-PRG.2
  - 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9, 9.4.12.GCA.1

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> <li>● What are effective reading strategies for successful students?</li> <li>● How do students identify important information from the text?</li> <li>● Why is it important to take notes or create an outline?</li> <li>● Why is structure important in writing?</li> <li>● How do students write to successfully communicate their ideas?</li> </ul>	<ul style="list-style-type: none"> <li>● Effective reading strategies are methods that help with comprehension and include concentration, summarizing, questioning, clarifying, making inferences, and identifying main ideas and details.</li> <li>● Students identify the main idea, details, and other important information from the text by reading the title, asking questions, clarifying terms or phrases to enhance thorough understanding and actively summarizing their reading.</li> <li>● Recording information in the form of an outline or by use of note-taking is important for understanding content, ensures focus during reading and writing, and creates organization or fluidity of thoughts and ideas for both reading and writing purposes.</li> <li>● Structure is important in writing because it helps to guide comprehension, communicate ideas clearly, and is specific to the type of writing response.</li> <li>● Students engage in the writing process in order to successfully communicate their ideas. The process includes pre-writing, defining and maintaining focus, creating a draft, revising, editing, and publishing.</li> </ul>

**Evidence of Learning**

Formative Assessment:	Summative Assessment:	Resources Needed:
<ul style="list-style-type: none"> <li>● Classwork</li> <li>● Reflective surveys</li> <li>● Teacher observations &amp; questioning</li> <li>● Worksheets &amp; study guides</li> <li>● Student record keeping</li> <li>● Questionnaires</li> <li>● Performance activities</li> </ul>	<ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Tests</li> <li>● Text analysis</li> <li>● Survey responses</li> <li>● Performance activities</li> <li>● Essay Responses</li> </ul>	<ul style="list-style-type: none"> <li>● Notebook/journal</li> <li>● Study Skills workbook</li> <li>● Chromebook and handheld device</li> <li>● Google Classroom</li> <li>● Content coursework and assignments</li> <li>● Personal planner</li> <li>● Calendar</li> <li>● Links to applications and digital resources</li> </ul>

**Unit VIII: Strategies for Self-Awareness**

**Unit Summary**

In this unit, students will understand the meaning of self-awareness and its relation to personal improvement. Students will use self-monitoring and self-reflective practices to better understand which strategies work best for them. Students will learn what it means to engage in “thinking about thinking” by practicing metacognitive strategies that will work to enhance their coordination of academics, completion of tasks, and growth as learners. This unit will be self-guided and flexible to address those specific areas of need for each individual learner. Students will learn to monitor and reflect, becoming aware of their behavior and habits, types of errors, and strategies for improvement.

**Standards/Core Ideas/Performance Expectations/Progress Indicators**

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Learning Skills*:

- *2016 New Jersey Student Learning Standards: English Language Arts for Grades 9-10*
  - Reading: NJLSA.R1, NJLSA.R4, NJLSA.R.6-7
    - RL.9-10.1-2, RL.9-10.4, RI.9-10.1-2, RI.9-10.4, RI.9-10.7, RI.9-10.10
  - Writing: NJLSA.W1-2, NJLSA.W4-6, NJLSA.W7-10
    - W.9-10.1-2, W.9-10.4-9, W.9-10.10
  - Speaking and Listening: NJLSA.SL1-2, NJLSA.SL4-6
    - SL.9-10.1-2, SL.9-10.4-5
  - Language: NJLSA.L1-4, NJLSA.L6
    - L.9-10.1-4, L.9-10.6
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.IC.1, 8.2.12.IH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.2.12.CAP.2-3, 9.2.12.CAP.5-6, 9.2.8.CAP.15-19
  - 9.3.12.AR.1-4,6, 9.3.12.AR-PRT 1-3, 9.3.12.ED.2-3, 8,10, 9.3.IT. 6, 9.3.IT-PRG.2
  - 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9 , 9.4.12.GCA.1

Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> <li>● What are self-monitoring strategies?</li> <li>● How do students identify strengths and weaknesses?</li> <li>● What is metacognition?</li> <li>● What are metacognitive strategies and how do they apply to academic success?</li> <li>● What are strategies to assist with the improvement of errors?</li> <li>● How do students self-assess to identify their own progress?</li> </ul>	<ul style="list-style-type: none"> <li>● Self-monitoring strategies are individualized methods that students use to keep track of progress and self-reflect. These strategies increase learning independence and enhance academic functioning, behavior, and student performance.</li> <li>● Students can identify personal strengths and weaknesses by understanding their own preferences, engaging in self-awareness and by record keeping, creating lists, keeping track of habits, actions, goals, and efficient methods.</li> <li>● Metacognition refers to thinking about thinking, the awareness and understanding of one's own thoughts, and learning to regulate those thoughts.</li> <li>● Metacognitive strategies include thinking about learning, asking self-reflective questions, identifying prior knowledge, analyzing current strategies, problemsolving, reviewing, testing, and adjusting methods to improve. These strategies facilitate independent learning, accountability, and self-awareness, which contribute to learning success.</li> <li>● Strategies to improve errors in academics include identifying errors, collaborating, asking questions, documenting goals, planning, and taking action to improve in the area of need.</li> <li>● Identifying individual progress is an important part of achieving goals. Students can keep records in the form of a journal, learning log, personal inventory, or through self-assessment practices to assist with monitoring their own progress and academic achievement.</li> </ul>	
Evidence of Learning		
<b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>● Classwork</li> <li>● Reflective surveys</li> <li>● Teacher observations &amp; questioning</li> <li>● Worksheets &amp; study guides</li> <li>● Student record keeping</li> <li>● Questionnaires</li> <li>● Performance activities</li> </ul>	<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Tests</li> <li>● Performance Activities</li> <li>● Survey Responses</li> <li>● Performance activities</li> <li>● Essay Responses</li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>● Self-assessment surveys</li> <li>● Notebook/journal</li> <li>● Chromebook and handheld device</li> <li>● Google Classroom</li> <li>● Personal planner</li> <li>● Calendar</li> <li>● Links to applications and digital resources</li> </ul>

### **Section X: Unit Reflection**

The *Learning Skills* instructional team must confer upon the completion of each instructional unit in the *Learning Skills* curriculum and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of Education using the Unit Reflection Form. Completed unit reflection forms must be submitted to the

Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *Learning Skills* curriculum.

<b>Unit Reflection Form: <i>Learning Skills</i></b>			
<b>Lesson Activities:</b>	<b>Strongly</b>	<b>Moderately</b>	<b>Weakly</b>
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills;			
Are challenging and require higher order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21 <sup>st</sup> century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners.			

**Appendix**  
***Writing Instruction and the RFH Community***

Writing instruction should happen across the RFH Community. Writing across the curriculum is a philosophy that advances the belief that writing is a method of learning. Since all departments are committed to helping students learn, writing must be used as a methodology to advance student learning.

Each academic discipline has its own unique conventions, formats and structures. It is the responsibility of each department to agree upon domain-specific writing praxes, model them for students, and require them to utilize them on a consistent basis. Students must understand that acceptable writing in one domain may not be acceptable writing in another area. The

development of domain-specific writing skills supports the overall development of the student writer because all writing is grounded in the writing situation: audience, context, purpose, subject, and writer. Representatives from the academic disciplines must share their domain-specific writing praxes with each other, identify intersections, and determine how to address perceived gaps that limit student learning.

Students must experience writing situations that help them learn how to think creatively and critically and communicate effectively in the academic disciplines. Writing instruction, regardless of the academic discipline, must always reinforce student understanding of the writing situation. When students experience writing situations, they must study examples of domain-specific writing in order to understand how writers communicate in discipline-related contexts. This does not mean information embedded in textbooks. Domain-specific writing is writing that is used to inform and influence readers as it draws them into an established circle of discourse. Students must use these non-fiction texts to develop the close reading skills that will shape their own writing. Focused engagement with domain-specific writing should not be limited to basic reading comprehension and topical understanding. It must also include the analysis of the writing situation that is represented in the text: audience, context, purpose, subject, and writer. The close reading of well-written texts—regardless of the domain—will show students the importance of writing mechanics, diction, and syntax. The development of close reading skills will also help the students grow in terms of their ability to construct and advance independent and original claims that are well-supported by evidence. Domain-specific writing is grounded in positioning of claims and the effective use of evidence.

The final written product is important; nevertheless, the learning that results in this production must not be devalued. The writing process is not limited to the basic steps of planning, drafting, revising, and editing/proofreading. It is a complex sequence of critical and creative thinking and writing that leads to the production of a text that provides evidence of learning and understanding. Students must ultimately develop the ability to self-assess the effectiveness of their writing as a representation of the writing situation. Without the use of models that evidence learning and understanding, students will not develop the ability to self-assess their own work—the true outcome of the writing process.

### **What types of writing situations should RFH students engage in?**

RFH students should engage in writing situations across the curriculum that require them to:

- write to improve mechanical proficiency, diction usage, and syntactical sophistication
- write to narrate, describe, and reflect
- write to summarize and report
- write to classify and define
- write to explain how process leads to an outcome
- write to compare, contrast and evaluate
- write to speculate on cause and effect
- write to propose solutions and solve problems
- write to analyze

These writing situations should be positioned in a coordinated, developmental sequence that extends across the academic disciplines.

Upon Completion of Grade 12, RFH students must be ready to transition to the following writing situations:

- write to analyze
- write to persuade (argument)

The core foci of first-year college writing courses are analysis and argument. These courses orient the students to the demands and expectations of writing for the academic culture of college. At colleges/universities with carefully coordinated writing programs, students must demonstrate proficiency in analysis and argument before they transition to upper level courses that require them to engage in the following writing situation:

- write to investigate (research)