Wall Township Public Schools	Board Approval Date: 6/10/25
Course Title: Study Skills	
Course Description: This comprehensive study skills course is designed to equip students with essential tools and strategies for academic success. Through hands-on learning and practical application, students will develop effective habits and techniques that can be applied across all subject areas and educational levels.	

New Jersey Student Learning Standards
The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:
Holocaust and Genocides (N.J.S.A. 18A:35-28) History and Contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43) Highlight and Promote Diversity and Inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a) Climate Change

Course Sequence & Pacing	
Unit Title	**Estimated Number of Instructional Periods**
Unit 1: Learning Strategies and Communication Skills	MP1
Unit 2: Building a Foundation for Success - Math and Science Applications	MP2
Unit 3: Effective Note-Taking, Research, and Academic Writing	MP3
Unit 4: Assessment Preparation, Performance, and Life Skills	MP4

Unit 1: Learning Strategies and Communication Skills

Desired Results
Unit 1 Title: Learning Strategies and Communication Skills
Unit Summary: This unit empowers students to become more effective learners by discovering their individual strengths and preferred learning approaches. Students explore the theory of multiple intelligences to understand how different people process information, then apply this knowledge to develop personalized study strategies. This unit also focuses on strengthening essential writing skills through targeted vocabulary development and grammar instruction (i.e. comma and semicolon usage, commonly misused words, vocabulary development, and complex sentence construction.)

Learning Standards

NJSLS:

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas

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9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option

Computer Science & Design Thinking ***(****CS & DT****)*:

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

Interdisciplinary Connections: IEP Goals, ELA, Social Studies

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• How can understanding multiple intelligences help support and improve student learning?	• People learn in different ways, and understanding learning styles can help reveal personal strengths and types of intelligence.

• In what ways can I adapt my study methods to match my learning style? • How can graphic organizers and categorization systems transform complex information into manageable, memorable formats? • What combination of learning approaches will maximize my retention and comprehension across different subjects and situations? • How does mastering proper grammar and sentence construction enhance my ability to communicate complex ideas effectively?	• Effective study habits are those that match individual learning preferences while also supporting growth in other areas. • Study methods should be flexible and adapt to different types of tasks, content, and learning goals. • Tools like graphic organizers and categorization systems can make complex information easier to understand, remember, and apply. • Organizing information visually or by theme helps improve focus, memory, and comprehension. • Using a variety of learning strategies strengthens understanding across different subjects and situations. • Proper grammar, punctuation, and sentence structure are key to communicating ideas clearly and accurately. • Strong writing and communication skills are essential for academic success and lifelong learning.
Vocabulary: *Learning Strategies:* learning style, multiple intelligences, planner, graphic organizer, categorization, acronym, mnemonic device, retention, comprehension, adaptation. *Grammar and Communication*: comma, semicolon, complex sentence, synonym, antonym, prefix, suffix, part of speech	

Students will be able to:

- Identify the multiple intelligences of Howard Gardner.
- Conclude which intelligence(s) best suits them.
- Apply knowledge of multiple intelligences to increase academic success.
- Identify personal learning strengths.
- Design visual tools to organize information.
- Create acronyms and categorization systems.
- Modify study approaches for different content.
- Apply comma and semicolon rules correctly.
- Use commonly confused words accurately.
- Identify commonly used prefixes and suffixes.
- Determine synonyms and antonyms during vocabulary acquisition.
- Write complex sentences.
- Construct a well-written email.
- Assess and improve learning strategies.
- Navigate and understand the district-wide grading system.

Learning Activities & Differentiation:

- Know Your Intelligence surveys and reflections
- Multiple intelligence celebrity biography
- Graphic organizer practice
- Creating acronym practice
- Comma and semi-colon practice

- Differentiating commonly misused words practice
- Vocabulary practice (synonyms, antonyms, prefixes, suffixes, part of speech)
- Writing complex sentences practice (adding details, use figurative language, use sensory language, mature and academic word choice)

Assessment Evidence
Summative Assessments: Design a school for every intelligence project Create a graphic organizer cheat sheet notebook (Venn diagram, KWL, T chart, flow chart, cause and effect, timeline, idea web) Grammar summative assessment
Formative Assessments: Open ended questions based on essential questions Self assessments/reflections log Do Nows/Exit Tickets Graphic organizers
Common Benchmark Assessments: Cooperative and independent learning experiences Class work and homework Class discussion and participation Task analysis/checklists
Alternative Assessments: Multimedia presentations

Projects
Portfolios

Core Instructional & Supplemental Materials

Teacher created materials - Google Slides and Docs
Google Classroom
Chromebooks
Graphic organizers
Youtube/Edpuzzle
National Council of Teachers of English
Newsela
Commonlit
Khan Academy
Bill of Rights Institute
American Social History Project
Rozzy Learning
Teaching Tolerance
Quill
Perdue OWL
iCivics
CNN Student News
Ted-Ed

Accommodations and Modifications:
Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners
English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans
Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 2: Building a Foundation for Success - Math and Science Applications

Desired Results

Unit 2 Title: Building a Foundation for Success - Math and Science Applications

Unit Summary: Unit 2 focuses on the elements of study skills used to help students learn more effectively and achieve academic success. Topics include: preparing a study space, creating a routine, scheduling, realistic expectations, time management and goal setting. Students will also work on core skills from math and science curricula such as rounding, reading graphs and charts, calculating tax, tip, and discounts, and budgeting money.

Learning Standards

NJSLS:

5.NDT.A Understanding the place value system

1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
4. Use place value understanding to round decimals to any place.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.1.12.FP.2: Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.

9.1.12.PB.3: Design a personal budget that will help you reach your long-term and short-term financial goals.

9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances.

9.1.12.PB.6: Describe and calculate interest and fees that are applied to various forms of spending, debt and saving.

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option
Computer Science & Design Thinking (*CS & DT*): 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena. 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
Interdisciplinary Connections: IEP Goals, Math, Science

Learning Targets

Unit Essential Questions:

- How does a proper study space create an environment conducive to learning?
- Why is it important to have a study routine and schedule?
- How can one set realistic expectations when studying?
- How can one have better time management?
- What is a SMART goal?
- Why is it critical to round properly in math and science?
- In what ways can graphs and charts help explain and analyze information?
- Why is it important to know how to calculate tax, tip, and discounts?
- How can one create and stick to a budget?

Unit Enduring Understandings:

- A proper study space minimizes distractions, promotes focus, supports learning tools and resources, and boosts motivation.
- Having a study routine and schedule creates structure, improves time management, reduces procrastination, and builds discipline.
- Realistic expectations are needed to stay motivated, avoid burnout, and make progress. It's imperative to know where one is to start, to break down units into manageable parts, and reflect on progress.
- Better time management can be created by creating a priorities list, making a daily or weekly plan, limiting distractions, and building a routine.
- A SMART goal is specific, measurable, attainable, relatable, and time bound.

	• Rounding properly in math is critical as it ensures accuracy and reliability. • Graphs and charts help explain and analyze information by making data easier to understand, compare, and interpret. • Having the ability to calculate tax, tip, and discounts helps one manage money, be a responsible consumer, and build financial literacy. • In order to create and stick to a budget, one must know their income, track their expenses, set goals, and adjust as needed.
Vocabulary: *Foundation for Success:* study space, distractions, motivation, routine, schedule, procrastination, expectations, burnout, time management, SMART goal *Math and Science Application:* Rounding, place value, analysis, data, decimal, tax, tip, discount, percentage, budget, income, expenses, wants, needs	
Students will be able to: • Successfully prepare a study space. • Create a realistic study routine and schedule to support healthy study habits. • Manage their time more efficiently in order to study more effectively. • Create SMART goals. • Properly round numbers to the tens, hundreds, and thousands place. • Use graphs and charts to explain and analyze data. • Calculate tax, tip, and discount. • Create a budget based on income, expenses, wants, and needs.	

Learning Activities & Differentiation:

- Design an ideal study space
- Create a personal study routine and weekly schedule
- How do I spend my time chart and reflection
- Create SMART goals for school, home, and leisure time
- Rounding practice
- Reading graphs and charts practice (math, science, social studies)
- Tax, tip, and discount practice

Assessment Evidence

Summative Assessments:

Budget projects (groceries, furnishing an apartment, vacation)

Create your own graph project (collect data and interpret it as a graph)

Tax, tip, and discount summative assessment

Formative Assessments:

Open ended questions based on essential questions

Self assessments/reflections log

Do Nows/Exit Tickets

Graphic organizers

Common Benchmark Assessments:

Cooperative and independent learning experiences

Class work and homework

Class discussion and participation

Task analysis/checklists

Alternative Assessments:

Multimedia presentations

Projects

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Core Instructional & Supplemental Materials

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Newsela
Commonlit
Khan Academy
Bill of Rights Institute
American Social History Project
Rozzy Learning
Teaching Tolerance
Quill
Perdue OWL
iCivics
CNN Student News
Ted-Ed
Delta Math
Next Gen Personal Finance

Project LIFE

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

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English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

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Students at Risk of Failure

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It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.
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Unit 3: Effective Note-Taking, Research, and Academic Writing

Desired Results

Unit 3 Title: Effective Note-Taking, Research, and Academic Writing

Unit Summary: This unit builds essential academic skills in note-taking, reading comprehension, and research-based writing. Students learn how to organize information, develop thesis statements, integrate quotes, and apply MLA formatting. Through guided practice, students strengthen their ability to analyze texts, retain key ideas, and communicate arguments clearly and ethically.

Learning Standards

NJSLS:

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas

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9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option

Computer Science & Design Thinking ***(****CS & DT****)*:

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

Interdisciplinary Connections: IEP Goals, ELA, Social Studies

Learning Targets	
Unit Essential Questions: • What makes a thesis statement clear, focused and effective? • How can direct quotes from a text be used to support an argument or idea? • How can following MLA guidelines strengthen the credibility and clarity of student work? • What are the key rules for creating correct in-text citations in MLA format? • What purpose does a Works Cited page serve in a research-based assignment? • How do students find and evaluate credible sources for academic research? • How can effective note-taking improve learning and retention? • How can using signal words and abbreviations improve the speed and efficiency of note-taking? • How does rewriting or reorganizing notes help improve memory and understanding of key concepts?	**Unit Enduring Understandings:** • A strong thesis statement clearly presents the main idea and guides the structure of academic writing. • Direct quotes provide meaningful evidence to support arguments when used thoughtfully and with proper context. • Following MLA guidelines ensures consistency, credibility, and academic integrity in written work. • Correct in-text citations give credit to original authors and allow readers to trace the sources of ideas. • A Works Cited page documents all referenced materials and helps prevent plagiarism. • Evaluating the credibility and relevance of sources is essential for producing accurate and trustworthy research. • Effective note-taking enhances focus, organization, and long-term retention of information. • Signal words and abbreviations help students take notes more efficiently by highlighting key points quickly.

• What strategies help students better understand, analyze, and retain what they read?	• Rewriting or reorganizing notes deepens understanding and improves memory through active engagement. • Reading comprehension improves when students use strategies like annotating, questioning, and summarizing to interact with the text.
Vocabulary: *Academic writing and research:* thesis statement, topic sentence, hook, transition words, synthesis, direct quote, paraphrase, summary, in-text citation, works cited, plagiarism, academic integrity, primary source, secondary source, peer-reviewed, credibility, bias, reliability, relevance, currency, MLA, double-spacing, DOI, URL *Notetaking and Reading Comprehension:* annotation, Cornell notes, signal words, mind map, outline, active reading, context clues, main idea, supporting details, inference	
Students will be able to: • Construct a clear, focused thesis statement • Integrate direct quotations to support arguments with proper context • Apply MLA formatting guidelines accurately to ensure academic integrity • Create proper in-text citations and a Works Cited page to credit sources appropriately • Evaluate source credibility and relevance for research purposes • Implement effective note-taking strategies using signal words and organizational techniques • Apply active reading strategies to improve comprehension and retention	

Learning Activities & Differentiation:

Guided note practice

Practice real time note taking (short video or mini-lesson)

Rewrite using abbreviations

Reading comprehension - Newsela, Khan Academy, Commonlit

Writing practice

- Thesis statements from a given prompt,
- Selecting relative quotes from text to support a claim
- MLA format
- In text citations
- Works cited page

Assessment Evidence

Summative Assessments:

Note taking reflection journal

Research project/essay

Reading comprehension assessment - Newsela, Khan Academy, Commonlit

Formative Assessments:

Open ended questions based on essential questions

Self assessments/reflections log

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Graphic organizers

Common Benchmark Assessments:

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Alternative Assessments: Multimedia presentations Projects Portfolios

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Unit 4 - Assessment Preparation, Performance, and Life Skills

Desired Results

Unit 4 Title: Assessment Preparation, Performance, and Life Skills

Unit Summary: Unit 4 focuses on the skills necessary to successfully prepare for a traditional assessment, and tips and strategies one can apply while taking an assessment. In addition, the importance of direction comprehension will be stressed. Life skills will also be an integral part of this unit, as students will gain valuable information they will use as they enter the adult world. Skills such as problem solving, conflict resolution, cultural competency, interpersonal skills, and general professionalism will be highlighted.

Learning Standards

NJSLS:

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful,

well-reasoned exchange of ideas.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

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.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).
9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.
6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.
6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
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6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

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6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.HistoryUP.11.b: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process.

9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect

Computer Science & Design Thinking (*CS & DT***):**

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Interdisciplinary Connections:

IEP Goals, College and Career Readiness, Comprehensive Health and Physical Education

Learning Targets	
Unit Essential Questions: • How can knowing the assessment format better prepare one for an assessment? • Why should one read directions carefully on an assessment? • Why is it important to answer the questions one knows first on an assessment? • Why should one use the process of elimination? • Why is it important to double-check answers if you have time? • How can general first aid knowledge create a safer community? • Why should one be able to problem solve and make decisions as an adult? • Why is it imperative to be culturally competent in the 21st century? • How can a resume help or hinder one's marketability when searching for a job? • Why is it essential to write professional emails, and make professional phone calls? • How can accomplishing every day tasks such as making appointments, paying bills (on time), and voting improve one's life?	**Unit Enduring Understandings:** • Prior to taking an assessment, knowing the format will help focus on what needs to be studied, and how one will apply that knowledge. • Reading directions on assessment is imperative so one does what is being asked of them, not what they assume. • Looking for keywords such as "not," "except," or "best" will help one decipher what is being asked on an assessment. • Answering the questions one knows first is beneficial on an assessment as it builds confidence and helps manage time so one does not get stuck on a section or question. • One should use the process of elimination to improve their odds of answering a question they are unsure of correctly. • Double-checking answers if you have time is crucial in reviewing flagged questions and checking for skipped questions or calculation errors. • Knowledge of general first aid can create a safer community by allowing people to act quickly and effectively in emergencies. • Being able to problem solve and make decisions fosters independence, critical thinking, and growth.

	• The application of knowledge and skills used in diversity, equity, and inclusion creates a community of equality and acceptance. • A well-crafted resume can make an applicant stand out, while an unclear resume can hurt one's chances of landing a job. • Professionalism is essential because it helps shape how people are perceived by others. • Interpersonal relationships will assist or prevent successes in all aspects of life. • Accomplishing everyday "adult" tasks builds responsibility and self-reliance, reduces stress, and increases one's impact on the world.

Students will be able to:

- Focus their studying based on knowledge of the assessment format
- Decipher key words on an assessment
- Consistently apply assessment taking tips and strategies
- Explain steps to take in general first aid
- Use problem solving skills to make conscientious and safe choices
- Foster equality and acceptance through an understanding of diversity, equity, and inclusion
- Create a resume to increase their marketability
- Craft professional emails

Learning Activities & Differentiation:

Create a personal assessment plan
Assessment taking strategies chart (tip, when to use, how it helps)
Trick directions assessment

Direction focused assignments (ex: answer 1 in all caps, answer 2 circled)
Student taught study habit
First aid basics chart (emergency, descriptions, symptoms, first aid steps)
Decision making/problem solving role play/scenario cards
Consequences chart - cause/effect
Identity mapping and reflection
Create a school based inclusion campaign
DEI scenarios
Professional emails and phone call practice
Making an appointment practice
Paying bills (how and when) practice
Be an informed voter

Assessment Evidence

Summative Assessments:

Assessment strategy scenarios
Study habits self-reflection and action plan
First aid scenario response
Weekly Decisions journal
Create your own resume
DEI research and mini-presentation (ex. gender identity, race, disability rights, immigration, etc)

Formative Assessments:

Open ended questions based on essential questions
Self assessments/reflections log
Do Nows/Exit Tickets

Graphic organizers
Common Benchmark Assessments: Cooperative and independent learning experiences Class work and homework Class discussion and participation Task analysis/checklists
Alternative Assessments: Multimedia presentations Projects Portfolios

Core Instructional & Supplemental Materials
Teacher created materials - Google Slides and Docs Google Classroom Chromebooks Graphic organizers Youtube/Edpuzzle National Council of Teachers of English Newsela Commonlit Khan Academy Bill of Rights Institute American Social History Project Rozzy Learning Teaching Tolerance

Quill
Perdue OWL
iCivics
CNN Student News
Ted-Ed
Project LIFE

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners
English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning