

**Madison Public Schools**  
**Learning Strategies Curriculum**

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# Course Overview

## Description

The course is designed to assist high school students with organization, note-taking techniques, study skills, time management and test taking strategies. Students will learn about individual learning styles, strategies for learning, self-advocacy and social skill development. The course will include units of study on strategic approaches to reading comprehension and vocabulary, written expression, concentration and memory techniques. Students are provided the opportunity for direct instruction, guided practice, and an opportunity to apply learning strategies directly to their course work. This class can also be used for extra time on tests, quizzes and/or writing assignments and a place for students to complete make-up work if students are given permission by their subject area teacher.

## Goals

This course aims to assist students with:

- developing organizational and time management strategies;
- identify students' learning strengths and weaknesses, review the modifications outlined in their Individualized Education Program (IEP), have the opportunity to learn about their IEP and disability through the knowledge of a member of the Child Study Team (CST);
- Uncovering their learning styles, learn about Howard Gardener's theory of Multiple Intelligences and learn study strategies geared toward their learning style(s) and multiple intelligence(s);
- outlining ways to improve reading comprehension;
- note taking strategies;
- Memory and retention strategies;
- Test-taking strategies; and
- Self-advocacy

## Materials

**Core:** *SOAR Study Skills*

**Supplemental:** student planner with daily and monthly calendar, video clips via YouTube

## Resources

[Learning Strategies Suggested Resources](#)

## Benchmark Assessments

Benchmark assessments are given quarterly and focus on the main ideas and anchor standards of the course. Assessments shall take the form of (1) metacognitive journals via Google Forms reflecting on current learning practices and methods to improve understanding; (2) presentations; and (3) quizzes and tests.

## **Modifications and Adaptations for Special Needs Learners**

(Gifted and Talented Students, English Language Learners, Students with Special Needs, At-Risk Students, and Students with 504 Plans)

## **Scope and Sequence (Pacing Guide)**

<b>Unit Number</b>	<b>Topic of Study</b>	<b>Duration (Weeks Taught)</b>
1	Organizational Strategies and Time Management Skills	5
2	Goal Setting and Grit	5
3	Myself as a Learner	5
4	Reading Comprehension Strategies	5
5	Note Taking Strategies	5
6	Memory and Retention Strategies	5
7	Test Taking Strategies	5
8	Self-Advocacy	5

## Unit 1 Overview

**Unit Title:** Organizational and Time Management Skills

**Unit Summary:**

The first unit is centered on organizational strategies and time management skills. This section was chosen as the first unit since organization and time management are two areas in which students with special needs have difficulty. If students, especially at the ninth grade level, are equipped with the necessary skills for organizing their notes and course material and with scheduling study time and social time, they will have an easier time adjusting to the rigors of high school academics. Students will learn how to use assignment pads, calendars, checklists/to-do lists to manage their time. Additionally, they will learn notebook organizational strategies to keep them on track for the school year.

**Suggested Pacing:** 5 weeks

## Learning Targets

**Unit Essential Questions:**

- How can organization improve academic performance?
- How can setting up a schedule help me evaluate my priorities?

**Unit Enduring Understandings:**

- Planners are excellent tools for scheduling time and managing responsibilities.
- Planning ahead will ultimately save you more time in the long run.
- It is important to find a method of organization that works for you.
- Knowing what is most important in your life helps you make critical decisions about how to spend your time.

## Evidence of Learning

**Formative Assessments:**

The teacher will check assignments pads daily and initial or stamp them

- A. Teacher will request that students turn in a calendar on a weekly basis for review (preferably on Friday in preparation for the next school week)
- B. The teacher will check to see that students are keeping daily task lists and ranking their priorities in number order.
- C. The teacher will have weekly notebook checks to make sure that students are placing their handouts in the appropriate folders and that the notes are in the correct section/color coded folder of the binder/notebook.
- D. The teacher can monitor the weekly filing of papers so that student notebooks/backpacks are not overloaded with materials.

**Summative Assessments:** quizzes from the chapter reading, journals, and Google Forms.

**Alternative Assessments:** Students can draw or present a picture of their study area, complete with a narrative describing what is successful about their area and what they have done to eliminate distractions.

<b>Objectives</b> (Students will be able to...)	<b>Key Concepts</b> (Students will know...)	<b>Suggested Assessments</b>	<b>Standards (NJLS)</b>
<p>Students will be able to use assignment pads, calendars, checklists/to-do lists to manage their time. Additionally, they will learn notebook organizational strategies to keep them on track for the school year.</p>	<p>A. The teacher may ask students to list on the board reasons why homework does not get done or why students may experience a “time trap”. After the teacher and students review the list, students will begin to realize how that finishing work is within their control with the proper time management skills</p> <p>B. Students will fill out a daily schedule detailing how they spend their time hour by hour.</p> <p>C. Students will realize that they are responsible for making time for school work, activities, and other responsibilities. They should plot these items on their day planner at the times they work best (right after school, after dinner, early morning, etc.)</p> <p>D. The teacher may demonstrate a sample monthly calendar on the overhead as a guide for student calendars.</p> <p>E. Students should spend class time setting up their planners and a monthly calendar. They should include weekly and monthly due dates, time lines, social obligations and activities. A copy of the monthly calendar can be sent home to the student’s parents for review. It can be displayed on the refrigerator, in the child’s room, or at another highly visible place so that it keeps the students on track. The teacher should also retain a copy and keep it in a class binder or folder.</p> <p>F. In the assignment pad the teacher should demonstrate how students should put together daily lists. Students should prioritize assignments/tasks and assign each a number of priority (i.e., save a long reading assignment for before dinner, work on short math sheet during study hall, etc.).</p> <p>G. The teacher should emphasize that students should always work from a list, organize their lists and rank priorities and commit to a time management style that they like (morning, after school, after dinner, etc.)</p> <p>H. The students and teacher should spend a class session discussing ideal learning environments and how/where students study and complete homework best. This information should be kept in the student’s class folder.</p> <p>I. The teacher may suggest that students have a different colored folder for each class. The teacher may wish to assign “class colors” for each folder (for example, all science papers go in the green folder, all history in the red, etc.) Otherwise, folders should be clearly labeled for student access. The teacher may wish to have a demonstration binder as a visual.</p> <p>J. The teacher should instruct students on how to set up their notebook pages with headings. Headings should include the date, unit of study, chapter number or title. The teacher may wish to have a demonstration binder as a visual.</p> <p>K. Students should also develop an organizational system. Students should have time for weekly notebook cleanouts and filing. Students may wish to store their papers in a class file or in an accordion type filing system to bring home. This can be done on a Friday so that students are prepared for the upcoming week.</p>	<ul style="list-style-type: none"> <li>• The teacher will check assignment pads daily and initial or stamp them</li> <li>• Teacher will request that students turn in a calendar on a weekly basis for review (preferably on Friday in preparation for the next school week)</li> <li>• The teacher will check to see that students are keeping daily task lists and ranking their priorities in number order.</li> <li>• The teacher will have weekly notebook checks to make sure that students are placing their handouts in the appropriate folders and that the notes are in the correct section/color coded folder of the binder/notebook.</li> <li>• The teacher can monitor the weekly filing of papers so that student notebooks/backpacks are not overloaded with materials.</li> <li>• Students can draw or present a picture of their study area, complete with a narrative describing what is successful about their area and what they have done to eliminate distractions.</li> <li>• Formative assessments may include quizzes from the chapter reading, journals, and Google Forms.</li> </ul>	<p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CRP10. Plan education and career paths aligned to personal goals. Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals.</p> <p>NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>2.1.12.E.4 Develop a personal stress management plan to improve/maintain wellness</p>

	<p>L. Students should set up folders so that assignments/homework to turn in is on the right hand side, papers to keep until the unit is finished are on the left. Students should consistently keep track of what side their papers are on.</p> <p>M. Students should also discuss how to set up their study area at home. Students can draw maps of their study areas and write ways in which they can improve their current study areas by eliminating distractions. Students should also keep a list of items to have in their study areas. Students can share their lists with the teacher and he or she can record “items to have” and “items to eliminate” on the board.</p>		
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## Unit 2 Overview

### Unit Title: Goal Setting and Grit

#### Unit Summary:

Most students have to juggle academic, extracurricular, and social obligations. This is most often a daunting task. Students can map out their priorities and obligations. By knowing their most important obligations they can set more meaningful goals. Students will recognize that taking care of top priorities will open up more space for free time. Students will rank priorities by things they have to do, things they want to spend more time doing and non-essential activities.

**Suggested Pacing: 5 weeks**

## Learning Targets

#### Unit Essential Questions:

- How can establishing goals help with time management?
- How can adopting a positive mindset impact academic achievement?

#### Unit Enduring Understandings:

- Setting goals is an essential element of success.
- Always know your priorities.
- Rank your priorities in order of importance.
- Schedule time to take action.
- Grit, or perseverance, is a predictor of success.

## Evidence of Learning

**Formative Assessments:** Identify top priorities and set them into goals in a journal. Create a chart “How do you spend your time?”

**Summative Assessments:** quizzes from the chapter reading, journals, reflection and response to TED Talk on Grit, and Google Forms. Respond to the essay question “Can you think of a strategy that can build grit in students?”

**Alternative Assessments:** Complete a Goal Ladder to set a goal and steps to achieve it. Assignment planners will be checked to make sure students are embedding instruction in their daily practice. Keep short-term goals on a post-it note on the front page of planner/Chromebook.

<b>Objectives</b> (Students will be able to...)	<b>Key Concepts</b> (Students will know...)	<b>Suggested Assessments</b>	<b>Standards (NJSLs)</b>
<p>Students will be able to map out goals and priorities in a chart and planner.</p> <p>Students will be able to rank priorities in order of importance.</p> <p>Students will be able to establish Growth Mindset statements for themselves.</p>	<p>A. How to distinguish between priorities that need immediate attention and ones that do not.</p> <p>B. How to turn priorities into goals.</p> <p>C. How to create a plan for achieving goals.</p>	<ul style="list-style-type: none"> <li>• Identify top priorities and set them into goals in a journal. Create a chart “How do you spend your time?”</li> <li>• quizzes from the chapter reading,</li> <li>• journals, reflection and response to TED Talk on Grit</li> <li>• Respond to the essay question “Can you think of a strategy that can build grit in students?”</li> <li>• Complete a Goal Ladder to set a goal and steps to achieve it. Assignment planners will be checked to make sure students are embedding instruction in their daily practice.</li> <li>• Keep short-term goals on a post-it note on the front page of planner/Chromebook.</li> </ul>	<p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>CRP10. Plan education and career paths aligned to personal goals. Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.</p>



## Unit 3 Overview

### Unit Title: *Myself as a Learner*

#### Unit Summary:

In this section, students will uncover their learning strengths and weaknesses, review the modifications outlined in their Individualized Education Program (IEP), have the opportunity to learn about their IEP and disability through the knowledge of a member of the Child Study Team (CST). In this unit, students will uncover their learning styles, learn about Howard Gardener's theory of Multiple Intelligences and learn study strategies geared toward their learning style(s) and multiple intelligence(s). Students will evaluate their own study styles and habits and learn what methods are appropriate for their individual needs. Additionally, the instructor should still incorporate organizational strategies from Unit One.

**Suggested Pacing: 5 weeks**

## Learning Targets

#### Unit Essential Questions:

- How are students "smart" in different ways?
- How can knowledge of my learning style help me prepare for assignments and assessments?

#### Unit Enduring Understandings:

- Self-awareness comes from being metacognitive.
- Self-awareness is important for success in school and personal life.
- Individuals are unique in the type of intelligences and learning styles they possess.

## Evidence of Learning

**Formative Assessments:** Quiz/Self-assessment "How Are You Smart?" - *SOAR Study Skills* Chapter 1

- Responses during class discussion on learning styles and modalities

**Summative Assessments:** quizzes from the chapter reading, journals, reflection and response, research and report on possible careers based on Multiple Intelligence

**Alternative Assessments:** students can graph learning style preferences

<b>Objectives</b> (Students will be able to...)	<b>Key Concepts</b> (Students will know...)	<b>Suggested Assessments</b>	<b>Standards (NJSLs)</b>
<ul style="list-style-type: none"> <li>• Recognize the different domains of intelligence.</li> <li>• Students will evaluate their own study styles and habits and learn what methods are appropriate for their individual needs.</li> </ul>	<p>A. Part One of this unit includes the introduction to learning style preferences. The learning styles include visual, auditory, and kinesthetic. The teacher may wish to introduce the various types of learning styles through an interactive game, slide presentation, or by listing them in a handout. One way this can be introduced is by saying a phone number aloud (auditory) and seeing how many students remember it. Then the teacher may wish to present the number on an index card for a few seconds and then see how many students remember it (visual). The teacher may then write out the phone number and see if they remember it (kinesthetic).</p> <p>B. The teacher may then wish to engage in a discussion on how learning takes place. Students can brainstorm items that are recorded on the board.</p> <p>C. Students can then take the quiz/personal inventory “How do You Learn” (2 pages). The responses to the questions can help students recognize if their learning preferences are visual, auditory or kinesthetic. Some students may find that they have more than one learning preference (i.e. both visual and auditory, etc.). There is a space on the sheet where students can graph their learning style preferences.</p> <p>D. Students may wish to graph their learning style preferences using the graph on the “How Do You Learn?” sheet as a model. These graphs may be displayed in the classroom or kept in the classroom folder.</p> <p>E. Students should use the results to gauge how they should study best. Perhaps a student may need to write out vocabulary words to remember them (kinesthetic) or repeat them over and over (auditory), while other students may prefer to just read the words out of the textbook (visual) to remember them.</p> <p>F. The teacher should take note of the learning styles in the class in order to help with one-on-one instruction and preparation for tests, quizzes, and upcoming assignments.</p> <p>G. Students should compile a list of their teachers and subjects. Over the course of a week, students should note whether their teacher uses auditory, visual and/or kinesthetic approaches to teaching.</p> <p>H. Students can then make a chart called “Ways to Adjust to Other Teaching and Learning Styles” and list ways that they can adapt their learning style to other types of lessons. For instance, if a teacher prefers to lecture and a student has a visual preference, the teacher and student can brainstorm ways so that the student can be successful in that class (i.e. a copy of the lecture notes can be obtained from the teacher or in-class support instructor, etc.). Students should file this in their classroom folders</p> <p>I. The teacher may share the article “Making Your Learning Style Work for You” from LD Pride: <a href="http://www.ldpride.net/learning_style_work.html">http://www.ldpride.net/learning_style_work.html</a></p> <p>J. This article lists ways to help visual, auditory and kinesthetic learners succeed in the classroom.</p> <p>K. Students can also record ways in which they can use their learning preference to study at home. These items can be shared with the class and/or made into a classroom chart or poster.</p> <p>L. Students can make and present study aids geared toward each learning style or their individual</p>	<ul style="list-style-type: none"> <li>• The teacher should continue to employ the same evaluation techniques that are outlined in Unit One (checking assignment pad, notebook checks, weekly filing, calendar making, etc.)</li> <li>• Quiz/Self-assessment “How Are You Smart?” - <i>SOAR Study Skills</i> Chapter 1</li> <li>• Responses during class discussion on learning styles and modalities</li> <li>• Written responses during classroom writing activities</li> <li>• Students may wish to graph their learning style preferences. These graphs may be displayed in the classroom or kept in the classroom folder.</li> <li>• Written response to how the student can use his/her learning preferences to study at home.</li> <li>• Results to Multiple Intelligence interactive quiz (see resources)</li> <li>• Students can make a chart of the types of activities that speak to the intelligences and list careers that use the intelligence primarily.</li> <li>• Study aids that are made/presented and geared toward the students' learning style and/or multiple intelligences.</li> </ul>	<p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CRP10. Plan education and career paths aligned to personal goals. Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals.</p> <p>NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>9.2.12.C.1 Review career goals and determine steps necessary for attainment.</p> <p>9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.</p>

	<p>learning preferences. These study aids should apply to the units the student is currently studying. A kinesthetic student may wish to use flash cards or other manipulative while a visual student may wish to draw events of a story to remember the plot. Students should be encouraged to use their creativity. The study aids can be presented to the class in a formal speech. Students should also explain how this particular study aid can help a visual, auditory and/or kinesthetic learner.</p> <p>M. After students have grasped the concept of learning styles, the teacher should launch Gardener's Theory of Multiple Intelligences. The teacher should explain the eight different intelligences in an interactive game, slide presentation or in a handout. The eight intelligences are: visual/spatial, verbal/linguistic, logical/mathematical, bodily/kinesthetic, musical/rhythmic, interpersonal intelligence, intrapersonal intelligence and naturalist intelligence. The teacher may wish to use materials from LD Pride online to explain each intelligence: <a href="http://www.ldpride.net/learningstyles.MI.htm">http://www.ldpride.net/learningstyles.MI.htm</a></p> <p>N. Students can make a chart of the types of activities that speak to the intelligences and list careers that uses the intelligence primarily.</p> <p>O. Students can make and present study aids geared toward each multiple or their individual multiple. These study aids should apply to the units the student is currently studying.</p>		
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## Unit 4 Overview

### Unit Title: Reading Comprehension Strategies

#### Unit Summary:

This unit outlines ways to improve the reading comprehension of learning disabled students. Students in high school are expected to read and process a variety of texts, some of which contain advanced vocabulary or unfamiliar terms. In this unit students will learn strategies for comprehension and retention by learning how to find the main idea, how to organize information into graphic organizers, and how to summarize chapters using several different techniques. This unit is especially helpful for students that are reading lengthy novels and students that have large unit tests with several components. If students are diligent about keeping notes for each chapter or section of their reading, they will be less overwhelmed and have a better chance for retention before unit tests. The teacher can gear reading activities to each child's learning strength and/or Multiple Intelligence, which would also reinforce the concepts learned in Unit Three.

**Suggested Pacing: 5 weeks**

## Learning Targets

#### Unit Essential Questions:

- What are readers thinking about as they read?
- What can a reader do when they don't understand?
- How do Before-During-After Reading Strategies improve reading comprehension?

#### Unit Enduring Understandings:

- Different purposes to read include: reading to acquire new information and reading for personal fulfillment.
- The use of a variety of comprehension strategies greatly enhances understanding of text.

## Evidence of Learning

**Formative Assessments:** Responses to Multiple Choice and Open-Ended questions with class practice, Practice with current coursework.

**Summative Assessments:** Presentation of successful reading strategies to the class.

**Alternative Assessments:** Flip Book to summarize a chapter in preparation for a class assessment

<b>Objectives</b> (Students will be able to...)	<b>Key Concepts</b> (Students will know...)	<b>Suggested Assessments</b>	<b>Standards</b> <b>(NJLSL)</b>
<p>Develop a purpose for reading by examining pictures and graphs, previewing questions, examining headings, and annotating text.</p>	<p>A. KWL charts: Students can chart what they <b>K</b>now, <b>W</b>ant to know and what they have <b>L</b>earned from their reading</p> <p>B. Students can use semantic webbing/cluster maps: (1) select a word central to the topic (theme, character name, section heading, etc.); (2) generate as many words as possible that relate to the topic; (3) place circles around words that can be sub topics and add lines or stems off of them</p> <p>C. Create Story Maps: Chart the title of the story, setting, characters, plot, important details/events and the story resolution (See “Story Stuffing” under Teacher Resources).</p> <p>D. Students may wish to write journal responses on each chapter of a novel. These journal responses can be summaries, reactions to the characters or plot, or reaction to a quote taken from the text.</p> <p>E. Students can create Spider Maps, Series of Events Chains, Compare/Contrast Matrix, T-charts, and Problem/Solution outlines. This works well with visual learners and the Spatial Multiple Intelligence.</p> <p>F. Students may wish to draw significant elements from the novel or from a chapter that contains a great deal of imagery. This also ties in to artistic Multiple Intelligence Learners (See “Picture This Station” under Teacher Resources)</p> <p>G. Students may wish to use a <b>M/D/Y Station</b> to chart their learning. Under M students record the <u>main idea</u> for each section of their reading. Under D students write the <u>details</u> about the main idea and answer the questions <i>who, what, when, where, why and how</i>. Under Y (<u>you</u>) students write their reactions to their reading, learning, comprehension (See “M/D/Y Station” under Teacher Resources)</p> <p>H. Students can use the <b>SOAR</b> technique to preview chapters before reading: <b>S</b>can the titles, pictures, highlighted words, etc. in the chapter, <b>O</b>utline main ideas under each heading, <b>A</b>nalyze or get a general understanding about each topic, <b>R</b>ead the chapter(See “Soaring Directions for Students” under Teacher Resources).</p> <p>I. Teacher Station: Students design individually or in groups a test based on the textbook reading (See “Teacher Station” under Teacher Resources).</p> <p>J. Performance Station: Students can design individually or in groups a short skit, commercial, poem, song, game or dance related to their class reading (See “Performance Station” under Teacher Resources).</p> <p>K. Students can use Double Entry Diaries to analyze quotes in the novels they are reading. On one side of the page the student will record a direct quote with a page number. On the other side the student will write thoughts or reflections</p>	<ul style="list-style-type: none"> <li>• The teacher should continue to employ the same evaluation techniques that are outlined in Unit One (checking assignment pad, notebook checks, weekly filing, calendar making, etc.)</li> <li>• The teacher may wish to model several strategies above using an article, a piece of poetry, textbook chapters, and short story with the entire class. The teacher can then ask the students to use one of the models (or a method the instructor selects) as a method for reading comprehension. This method can be turned in, reviewed with a peer, or presented to the class.</li> <li>• Students with free time and/or for homework can be assigned readings from newspapers, magazines, NewsELA, Common Lit, etc., and be asked to apply one of the comprehension strategies.</li> <li>• Students should be encouraged to come up with their own comprehension strategy methods. These methods can be presented to the class and posted on a classroom bulletin board.</li> <li>• Students can be asked to take out a homework assignment that requires reading and use one of the strategies above to improve comprehension. The teacher can evaluate how effective the strategy was for the student and recommend additional ways to use the strategy.</li> <li>• Any of the above strategies can be collected, evaluated and stored in the classroom folder.</li> <li>• After learning several strategies and/or at the end of the unit, students can write a metacognitive journal entry on the strategies that worked the best for them and which ones they plan on using in the future.</li> </ul>	<p>NJLSLA.R2. Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJLSLA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p>

	<p>about the quote (See <i>I Read It, But I Don't Get It</i> pages 115-120).</p> <p>L. Students that are working on lengthy reading assignments may use the Silent Reading Record. After reading silently for 30 minutes a student will record what he/she read (including title and page numbers), a paragraph summary, and a few sentences about connections that were made while reading (See <i>I Read It, But I Don't Get It</i> page 127).</p> <p>M. Students can use color coding/highlighting to help with isolating parts of a reading. Different colors can be assigned to vocabulary words, main idea sentences in each paragraph, character information, important quotes, etc. The teacher may also wish to refer to the appendix of <i>I Read It, But I Don't Get It</i> for other color coding techniques (see pages 135-137).</p> <p>N. After a student has read the pages the teacher has assigned, students can complete the handout titled "Think of a Question". This handout asks students to evaluate main idea, details that tell more about the main idea, predictions, inferences and sequencing. This activity may be modeled in class with an article, textbook excerpt, short story, etc.</p>		
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## Unit 5 Overview

### Unit Title: Note Taking Strategies

#### Unit Summary:

This unit is centered on note taking methods and strategies. This section will help students take organized notes; identify keywords and concepts from a lecture, and to help them scan their notes to locate important information. While many students view note taking as an activity conducted simply in lecture, solid notetaking skills require preparation and reflection as well. Class notes can serve as an important tool for reviewing for exams and distilling key concepts. Students will learn ways to take good notes and develop a system that enables them to review regularly, recite key concepts from the class, and reflect connecting class ideas to other notes and readings. The students will also be taught the Cornell method of notetaking. The Cornell method provides a systematic format for condensing and organizing notes without laborious recopying.

**Suggested Pacing: 5 weeks**

## Learning Targets

#### Unit Essential Questions:

- What strategies do people use to remember things?
- How can taking notes help you make better sense of the information you are hearing?
- When should I take notes?
- What are some other things I can do when taking notes?

#### Unit Enduring Understandings:

- Taking notes can help you learn information more quickly because you are connecting it to visual cues.
- Reviewing your notes before class will help you process the lesson more effectively.

## Evidence of Learning

**Formative Assessments:** Quiz “Test Your Note-Taking Knowhow”

**Summative Assessments:** Turn in a set of notes for teacher evaluation.

**Alternative Assessments:** Students present on note-taking, highlighting areas that benefit them the most

<b>Objectives</b> (Students will be able to...)	<b>Key Concepts</b> (Students will know...)	<b>Suggested Assessments</b>	<b>Standards (NJSLs)</b>
<p>Students will be able to take organized notes; identify keywords and concepts from a lecture, and to help them scan their notes to locate important information.</p>	<p>A. The teacher will introduce the Cornell Note-Taking System. The Cornell Note-taking System is commonly suggested for students who want to improve the organization of their notes. One of the keys to the system is that Cornell notes make use of existing strengths as a note-taker so that learning the system requires a minimum of preparation and adjustment. Additionally, it permits the student to develop study notes very soon after taking original classroom or textbook notes without the added work of re-writing vast amounts of material.</p> <p>B. The Cornell Note-Taking System provides the opportunity for following through with the 5 R's of note-taking. The students will become familiar with these steps used in the Cornell Note-Taking System Record, Reduce Recite, Reflect and Review.</p> <p>C. The students will set up a 3 ring binder and loose leaf paper for each class.</p> <p>D. The students will prepare notepaper in the prescribed note-sheet format. Using only one side of each sheet of notepaper. The students name and date should be placed at the top of each page of notes.</p> <p>E. The teacher should emphasize that students should edit their actual class notes as soon as possible because of our rapid rate of forgetting. Ideally, students need to edit their notes immediately after class; if this is not possible, edit within the same day.</p> <p>F. The teacher will take students actual classroom notes from (World History, Science, etc) class to discuss and review the 5 R's of Cornell Note-taking.</p> <p>G. The teacher should model Cornell note-taking, using a projector so the entire class can follow the lesson.</p> <p>H. The teacher can set up a videotape lecture to have students view and practice the Cornell NoteTaking in class. The teacher and students can then review any areas that might need additional clarification.</p> <p>I. The teacher should have students practice the Cornell Note-taking weekly by using tape recordings of lectures.</p> <p>J. Students can discuss/share with classmates their successes with using the Cornell Note-taking.</p> <p>K. The students will prepare slides explaining the five steps to the Cornell Note-taking System. L. The teacher will introduce "Abbreviations" and have students devise their own abbreviation codes when taking notes.</p>	<ul style="list-style-type: none"> <li>• The teacher will check notebooks daily and initial them.</li> <li>• The students will edit notes from a class within that day or the nearest reasonable class within the students' schedule.</li> <li>• The students can prepare study cards from their notes.</li> <li>• The teacher will have students present on note-taking, highlighting areas that benefit them the most.</li> <li>• Turn in a set of notes to the teacher for evaluation.</li> </ul>	<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p>



## Unit 6 Overview

### Unit Title: Memory and Retention Strategies

#### Unit Summary:

This unit is centered on memory and retention strategies. These strategies will be particularly helpful in studying for exams or in situations where you need to remember detailed, structured information. They also make things like learning foreign languages and remembering people's names much easier. "Mnemonic" is another word for memory tool. Mnemonics are techniques for remembering information that is otherwise quite difficult to recall. The idea behind using mnemonics is to encode difficult-to-remember information in a way that is much easier to remember. Other strategies to remember information will be discussed such as: repetition, visualization, categorization, rhyme, key words and acronyms.

**Suggested Pacing: 5 weeks**

## Learning Targets

#### Unit Essential Questions:

- What strategies might improve memorization?
- How can I improve my memory and retention of concepts?
- What processes improve long term memory?

#### Unit Enduring Understandings:

- Utilizing mnemonic devices assist with storing and retrieving information.
- Cognition, or the act of thinking, involves processing, organizing, understanding, and communicating information.

## Evidence of Learning

**Formative Assessments:** Responses to handouts in Unit 7, Remembering Information in *Study Skills and Strategies for Students in High School* by Stephen S. Strichart, Ph. D.

**Summative Assessments:** Test "What Have I Learned" with statements to match to what memory strategy is being used.

**Alternative Assessments:** Students demonstrate a memory technique for a current unit of study.

<b>Objectives</b> (Students will be able to...)	<b>Key Concepts</b> (Students will know...)	<b>Suggested Assessments</b>	<b>Standards (NJLSL)</b>
<p>Create memory tools for class content and share them with the class.</p>	<p>A. Students will take a teacher made survey that will evaluate how well they remember.</p> <p>B. The teacher will introduce “Mnemonics.” The idea behind using mnemonics is to encode difficult-to-remember information in a way that is much easier to remember.</p> <p>C. The teacher will demonstrate to students the coding of information using vivid mental images; you can reliably code both information and the structure of information. Because the images are vivid, they are easy to recall when you need them.</p> <p>D. The teacher will introduce and demonstrate the “memory key” exercise. Those keywords can be memorized and used as clues to remember entire lists, phrases, sentences, or long selections.</p> <p>E. The teacher will introduce “patterns” to remember information. The class will demonstrate and practice using patterns to remember information. Whenever you need to remember something, the students will be shown how to find or create a pattern for the information.</p> <p>F. The teacher will introduce “visual image (a picture)” in order to remember information. Exercise: Looking at a list of names of European countries you could likely remember the shapes of these countries. Italy is most easily remembered because it has a familiar shape, like boot. The “visual image (picture)” should be demonstrated in each subject area.</p> <p>G. The teacher will introduce Dartmouth College, Academic Skills Center, “Nine ways to Aid your Memory.” (See teacher resources)</p> <p>H. The teacher will introduce use the students English (9) vocabulary words and use the Mnemonics technique for remembering the words. Example: the vocabulary word is covert; the definition of the word is secret or hidden. Let’s find related words to help us remember the word, “cover” using this method work through this week’s vocabulary.</p> <p>I. Students will develop a <i>catch sentence</i> to help memorize long lists. The teacher will give examples by using the list of planets, clouds, etc. Then have students review any information in their history, science classes that they can apply the catch sentence to.</p> <p>J. The teacher will introduce general information and discuss multi-sensory learning, memory system, learning styles.</p> <p>K. Students will discuss their learning style and share a method on how they memorize vocabulary words, dates, etc.</p> <p>L. The teacher will list various dates on the board for students to memorize. The students will come up with a process of memorizing and share it with the entire class.</p> <p>M. The teacher will write the weeks English vocabulary words on the board, assigning at least one word to each student. Students using the Mnemonics method develop a strategy to learn the definition of the assigned word(s).</p>	<ul style="list-style-type: none"> <li>• The teacher will review vocabulary quizzes, unit tests.</li> <li>• The teacher will review class notes for key information that needs to be memorized, and then quiz students on the facts.</li> <li>• Students can identify difficult vocabulary words, and then develop a method to help remember the definitions.</li> <li>• Teacher observation of classroom exercises and the utilization of the memory skills taught.</li> </ul>	<p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p>

## Unit 7 Overview

### Unit Title: Test Taking Strategies

#### Unit Summary:

This unit is centered on studying and preparing study guides for quizzes and tests. The purpose of the student study guide is to assist the student in interactive, self-directed learning. Students will learn how to review for a test a little each day rather than cramming. Look for resources that they might already have, old tests, practice problems, classroom notes. Find out how the test will be structured? Will it be multiple choice, essay, and true/false? The instructor will review with students how most textbooks provide clues about the main points by highlighting key terms in phrases. Students will use flash cards to review material. Students may write a question on the front and answer on the back, or write vocabulary terms on the front with definitions on the back or create their own study tools using Quizlet or Kahoot.

**Suggested Pacing: 5 weeks**

## Learning Targets

#### Unit Essential Questions:

- What are the different types of tests?
- When should I begin studying for tests?
- What if I have more than one test on the same day?
- What are the steps for taking tests?
- What are some strategies I can use to do my best on a test?

#### Unit Enduring Understandings:

- Knowing the format of a test will enable students to prepare effectively.
- Cramming seldom leads to success.
- Before reading multiple choice answers try to anticipate the correct answer.
- The best way to prepare for tests is to constantly ask questions throughout the chapter or unit of study.

## Evidence of Learning

#### Formative Assessments:

The teacher will check study guides as they are developed for tests.

The teacher can quiz students on the “key” components of a study guide.

Students will develop a 5-day study plan and incorporate it in agenda and calendar

**Summative Assessments:** The Test Test in SOAR Chapter 12

**Alternative Assessments:** Create your own test to review material. The students can present a study guide they developed to the class, using handouts, overhead projector, slides, Quizlet, Kahoot, etc.

<b>Objectives</b> (Students will be able to...)	<b>Key Concepts</b> (Students will know...)	<b>Suggested Assessments</b>	<b>Standards (NJSLs)</b>
<p>Students will create their own study guides and study materials in preparation for upcoming assessments and final exams.</p>	<p>A. The teacher may ask the class to list the different methods they are currently using to prepare for tests. This will be a good introduction as to why a study guide that is developed by the students will be a good tool for preparation of tests. It will also give the teacher the opportunity to discuss with students the most effective ways to study specific subject matter.</p> <p>B. The teacher may introduce “The 5 W’s” as a way of developing ideas and information that should be included in the students study guides; Who, What, When, Where. Why.</p> <p>C. The students will identify all of the material that they will be tested on.</p> <p>D. The teacher may demonstrate how to organize your notes, textbook, and assignments according to what will be on the test.</p> <p>E. The students and teachers should generate a list of possible questions they would ask if they were making the exam, then see if you can answer the questions for their Study Guide.</p> <p>F. The teacher should instruct students how to review previous tests/quizzes and include in their Study Guides.</p> <p>G. The students and teacher should spend a class discussing summary notes.</p> <p>H. The teacher may demonstrate and read the “review or summary” section of students’ textbook. The most important information from a chapter is generally presented in the review or summary section. Include people, places, main ideas, and think about sections of the review into the Study Guide.</p> <p>I. The teacher may introduce the concept of a study group. A study group can be helpful when you are trying to learn information and concepts and preparing for class tests or exams. A study group can compare class notes with other group members to clarify their notes and fill in any gaps. Information from a study group can help develop the students study guide.</p> <p>J. Students when developing their study guides should look over the returned assignments for the unit. Look up the parts of the assignments that you didn't understand the first time.</p> <p>K. Students will realize that they are responsible for making their own study guide. The students need to develop a plan allowing enough time to gather notes, quizzes, etc. for the study while also leaving enough time to study without cramming for the tests.</p>	<p>The teacher will check study guides as they are developed for tests.</p> <p>The teacher can quiz students on the “key” components of a study guide.</p> <p>The teacher can collect study guides, review and grade the strong and weak points, giving examples of how to improve areas that need to be changed.</p> <p>The students can present a study guide they developed to the class, using handouts, overhead projector, slides, Quizlet, Kahoot, etc.</p>	<p>NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p>

## Unit 8 Overview

**Unit Title:** Self- Advocacy

**Unit Summary:**

This unit is centered on the students accessing help for themselves by asking to meet with their teachers, utilizing tutorial sessions and using technology resources. It is important for students to learn to advocate for themselves in order to reach their full potential. Knowing how to access resources can be used to assist learning, knowing which resources are useful in which kinds of learning situations, and knowing how to use the resources is a powerful tool that can enable students to become strategic, effective and lifelong learners.

**Suggested Pacing:** 5 weeks

## Learning Targets

**Unit Essential Questions:**

- What do you need to know to be a self-advocate?
- How can you practice leadership?
- What are some reasons to learn good self-advocacy skills?

**Unit Enduring Understandings:**

- Self-determination skills such as self-advocacy and self-awareness have the potential to increase successful secondary and postsecondary outcomes.
- Being a self advocate means that one is able to articulate what one needs to be successful.

## Evidence of Learning

**Formative Assessments:** Quiz on Chapter 8 in SOAR Study Skills “How to Work with a Teacher”

**Summative Assessments:** students will write out at least 2 accommodations they need to be successful in school,

**Alternative Assessments:** Students will write a journal titled, “Writing Your Own Success Story.” The essay will describe how a student will succeed in school utilizing all resources available to them, (teachers, tutorials, study skills, peer review groups).

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLs)
<p>Know how to access resources can be used to assist learning, knowing which resources are useful in which kinds of learning situations, and knowing how to use the resources is a powerful tool that can enable students to become strategic, effective, and lifelong learners.</p>	<p>A. The teacher may demonstrate how to read the Madison High School tutorial schedule for each academic department.</p> <p>B. The teacher and students can review their daily schedule and list the different opportunities tutorial sessions are available to each student.</p> <p>C. Students will fill out a daily schedule of tutorial sessions and place it in their notebook.</p> <p>D. Students as an assignment will inquire with their teachers when they are available for extra help (before school, after school, during the day outside of tutorial sessions). Students will write this list up and place it in their notebooks along with the tutorial schedule.</p> <p>E. The teacher will demonstrate ways to reach out for assistance early, if needed. Schedule an appointment with your teacher when you begin to get confused or flounder. Don't wait until you are already in danger of failing the course. Speak to your Study Skills teacher and/or your counselor and find out what help is available.</p> <p>F. The teacher and students will discuss how to advocate for themselves. The student should be able to articulate the effect their disability may have on academic performance. They should also be able to identify any accommodations (e.g., extended testing time, a note taker, reduced course load), technological aids or support services they will need in order to compensate for their disability.</p> <p>G. The teacher and students will discuss other resources if the classroom teacher is not available (peer tutoring, study groups, e-mail, etc).</p> <p>H. The teacher can introduce the "Celebrity Quiz" that includes such names as Albert Einstein, Walt Disney, Nelson Rockefeller -- individuals who overcame Learning Disabilities.</p> <p>I. The teacher may show the movie "<i>The Miracle Worker</i>" The story shows the strength and power of the human will and its ability to triumph over the most devastating disabilities. Helen Keller is one of the most remarkable people ever to have lived. She is a role model for a person who triumphs over profound disabilities.</p> <p>J. Students will write a journal titled, "Writing Your Own Success Story." The essay will describe how a student will succeed in school utilizing all resources available to them, (teachers, tutorials, study skills, peer review groups).</p>	<ul style="list-style-type: none"> <li>• Students will keep a journal on the different ways they seek out help.</li> <li>• The teacher will monitor students' notebook for tutorial schedules and classroom teachers' availability for extra help.</li> <li>• The class will have weekly discussions on how we accessed extra help.</li> <li>• The teacher may follow up with tutorial teachers on who is utilizing the services.</li> <li>• The class will have "Sharing Sessions."</li> <li>• The teacher will request that students turn in a weekly calendar for upcoming quizzes and tests.</li> <li>• Students will write a journal titled, "Writing Your Own Success Story." The essay will describe how a student will succeed in school utilizing all resources available to them, (teachers, tutorials, study skills, peer review groups).</li> </ul>	<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>2.2.12.C.3 Analyze current issues facing the disability community and make recommendations to address those issues.</p>