

Pine Hill Public Schools Curriculum

Content Area:		Language Arts Literacy	
Course Title/ Grade Level:		Study Skills	
Unit 1:	Organization Skills and Time Management	Month:	1st Marking Period September/October/November
Unit 2:	Memory and Test Taking Skills	Month:	2nd Marking Period November/December/January
Unit 3:	Listening Skills and Taking Notes	Month:	Third Marking Period February/March/April
Unit 4:	The Writing Process and SQ3R	Month:	Fourth Marking Period April/May/June
Date Created or Revised:		Updated December 2012	
BOE Approval Date:		12.18.12	

**Pine Hill Public Schools
Language Arts Literacy Curriculum**

Unit Title: Organization Skills and Time Management		Unit #: One
Course or Grade Level: Study Skills		Length of Time: 8 weeks
Date Created: September 2012		BOE Approval Date:
Pacing	September-October-November (1 st Marking Period)	
Essential Questions	What skills are necessary to be a successful student? What are study habits and how do they affect success?	
Content	Binder organization Calendars Agendas Goal Setting Schedules	
Skills	Organize work Manage Time for short and Set long and short term goals Organize and maintain an up to date agenda Apply time management strategies to tasks	
Assessments	Anecdotal Records Formative/Summative Assessments Self-Assessment Exercises Study Skills Binder Benchmark Assessments	
Interventions / differentiated instruction	Rubrics Cooperative Learning Researched Based Strategies IEP Accommodations – i.e. extended time, modified work, multi-modal instruction	
Inter-disciplinary Connections	Cross Content integration of work products and skills	
Lesson resources / Activities	<i>Study Tools</i> Dianne Basso and Natalie McCoy, 2008 Twins Publications	
NJCCCS/CCSS		
Career Education and Consumer, Family, and Life Skills; 21st Century Life and Careers 9-12		
Strand(s): Accountability, Productivity and Ethics; Career Education and Consumer, Family, and Life Skills; Employability Skills; Self-Management		

#. Standard/CPI:

WORK.9-12.9.1.12.F.2 - Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

WORK.9-12.9.1 - [Standard] - All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace

WORK.9-12.9.1.12 B.2 - [Cumulative Progress Indicator] - Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.

WORK.9-12.9.1.12 B.4 - [Cumulative Progress Indicator] - Evaluate the following academic and career skills as they relate to home, school, community, and employment:

- WORK.9-12.9.1.12 B.4.a - Communication
- WORK.9-12.9.1.12 B.4.b - Punctuality
- WORK.9-12.9.1.12 B.4.c - Time management
- WORK.9-12.9.1.12 B.4.d - Organization
- WORK.9-12.9.1.12 B.4.e - Decision making
- WORK.9-12.9.1.12 B.4.f - Goal setting
- WORK.9-12.9.1.12 B.4.g - Resources allocation

WORK.9-12.9.2.12 B.2 - [Cumulative Progress Indicator] - Apply project planning and management skills in academic and/or occupational settings.

WORK.9-12.9.2.12 B.3 - [Cumulative Progress Indicator] - Compare and contrast methods for maximizing personal productivity.

Career and College Readiness Anchor Standards:

21st Century Life and Careers9-12

WORK.9-12.9.1.12.F.2 - [Cumulative Progress Indicator] - Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools	
Language Arts Literacy Curriculum	
Unit Title: Memory and Test Taking Skills	Unit #: Two
Course or Grade Level: Study Skills	Length of Time: 8 Weeks
Date Created: September 2012	BOE Approval Date:
Pacing	November/December/January (2 nd Marking Period)
Essential Questions	What techniques help us to remember information? How do we improve memory? How do we determine what information to remember? How do we prepare for a test? What strategies do we use while taking a test?
Content	Memory Techniques Test Taking Strategies and Skills
Skills	Repetition Visualization Association Application Mnemonics Relaxation skills Before, during, and after test skills Strategies for various questions: true/false, multiple choice, matching, fill-in-the-blank or sentence completion, essay/short answer Identifying clue words in directions and tasks
Assessments	Anecdotal Records Formative/Summative Assessments Study Skills Binder Benchmark Assessments
Interventions / differentiated instruction	Rubrics Cooperative Learning Researched Based Strategies IEP Accommodations – i.e. extended time, modified work, multi-modal instruction
Inter-disciplinary Connections	Cross Content integration of work products and skills
Lesson resources / Activities	<i>Study Tools</i> Dianne Basso and Natalie McCoy, 2008 Twins Publications
NJCCCS/CCSS	
Career Education and Consumer, Family, and Life Skills; 21st Century Life and Careers 9-12	
Strand(s): Accountability, Productivity and Ethics; Career Education and Consumer, Family, and Life Skills; Employability Skills; Self-Management	

#. Standard/CPI:

WORK.9-12.9.1.12.F.2 - [Cumulative Progress Indicator] - Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

WORK.9-12.9.1 - [Standard] - All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace

WORK.9-12.9.1.12 B.2 - [Cumulative Progress Indicator] - Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.

WORK.9-12.9.1.12 B.4 - [Cumulative Progress Indicator] - Evaluate the following academic and career skills as they relate to home, school, community, and employment:

WORK.9-12.9.1.12 B.4.a - Communication

WORK.9-12.9.1.12 B.4.b - Punctuality

WORK.9-12.9.1.12 B.4.c - Time management

WORK.9-12.9.1.12 B.4.d - Organization

WORK.9-12.9.1.12 B.4.e - Decision making

WORK.9-12.9.1.12 B.4.f - Goal setting

WORK.9-12.9.1.12 B.4.g - Resources allocation

WORK.9-12.9.2.12 B.2 - [Cumulative Progress Indicator] - Apply project planning and management skills in academic and/or occupational settings.

WORK.9-12.9.2.12 B.3 - [Cumulative Progress Indicator] - Compare and contrast methods for maximizing personal productivity.

Career and College Readiness Anchor Standards:

21st Century Life and Careers9-12

WORK.9-12.9.1.12.F.2 - [Cumulative Progress Indicator] - Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools
Language Arts Literacy Curriculum**

Unit Title: Listening Skills and Taking Notes

Unit #: Three

Course or Grade Level: Study Skills

Length of Time: 8 weeks

Date Created: December 2012

BOE Approval Date:

Pacing

8 Weeks (3rd Marking Period)

Essential Questions

**What are ways to be a better listener?
How do I determine what and how much to write down when taking notes?**

Content

**Listening Skills
Note-taking Skills
Note-taking formats**

Skills

**Steps for Note-taking Concentration
Visualization
Asking Questions
Identifying clue words and phrases
Applying memory techniques
Utilize Abbreviations and symbols, and clue words
Strategies for difficult note taking situations
Apply Cornell, Outline formats**

Assessments

**Anecdotal Records
Formative/Summative Assessments
Study Skills Binder
Benchmark Assessments**

Interventions / differentiated instruction

**Rubrics
Cooperative Learning
Researched Based Strategies
IEP Accommodations – i.e. extended time, modified work, multi-modal instruction**

Inter-disciplinary Connections

Cross Content integration of work products and skills

Lesson resources / Activities

Study Tools Dianne Basso and Natalie McCoy, 2008 Twins Publications

NJCCCS/CCSS

Career Education and Consumer, Family, and Life Skills; 21st Century Life and Careers 9-12

Strand(s): Accountability, Productivity and Ethics; Career Education and Consumer, Family, and Life Skills; Employability Skills; Self-Management

	<p>#. Standard/CPI: WORK.9-12.9.1.12.F.2 - [Cumulative Progress Indicator] - Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences. WORK.9-12.9.1 - [Standard] - All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace WORK.9-12.9.1.12 B.2 - [Cumulative Progress Indicator] - Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings. WORK.9-12.9.1.12 B.4 - [Cumulative Progress Indicator] - Evaluate the following academic and career skills as they relate to home, school, community, and employment: WORK.9-12.9.1.12 B.4.a - Communication WORK.9-12.9.1.12 B.4.b - Punctuality WORK.9-12.9.1.12 B.4.c - Time management WORK.9-12.9.1.12 B.4.d - Organization WORK.9-12.9.1.12 B.4.e - Decision making WORK.9-12.9.1.12 B.4.f - Goal setting WORK.9-12.9.1.12 B.4.g - Resources allocation WORK.9-12.9.2.12 B.2 - [Cumulative Progress Indicator] - Apply project planning and management skills in academic and/or occupational settings. WORK.9-12.9.2.12 B.3 - [Cumulative Progress Indicator] - Compare and contrast methods for maximizing personal productivity.</p>
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Career and College Readiness Anchor Standards:

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21st Century Themes

	Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy	ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools	
Language Arts Literacy Curriculum	
Unit Title: The Writing Process and SQ3R	Unit #: Four
Course or Grade Level: Study Skills	Length of Time: 8 Weeks
Date Created: December 2012	BOE Approval Date:
Pacing	April/May/June (4 th Marking Period)
Essential Questions	What steps are necessary to produce a complete writing piece? How will the SQ3R strategy help me understand

Content	SQ3R Reading Strategy The Writing Process						
Skills	Planning writing Brainstorming Free Writing Making a web Outlining Writing a rough draft Revising and editing Organizing and remembering written information Applying SQ3R(Survey, Question, Read Recite, Review)						
Assessments	Anecdotal Records Formative/Summative Assessments Study Skills Binder Benchmark Assessments						
Interventions / differentiated instruction	Rubrics Cooperative Learning Researched Based Strategies IEP Accommodations – i.e. extended time, modified work, multi-modal instruction						
Inter-disciplinary Connections	Cross Content integration of work products and skills						
Lesson resources / Activities	<i>Study Tools</i> Dianne Basso and Natalie McCoy, 2008 Twins Publications <i>Empowering Writers</i>						
NJCCCS/CCSS							
Standard/Grade: English Language Arts							
Strand(s): Reading, Writing,							
Category:	#. Standard:						
Key Ideas and Details	LA.11-12.RL.CCR.1 - [Anchor Standard] - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.						
Text Types and Purposes	LA.11-12.W.CCR.2 - [Anchor Standard] - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.						
Production and Distribution of Writing	LA.11-12.W.CCR.4 - [Anchor Standard] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.						
Career and College Readiness Anchor Standards:							
21st Century Life and Careers9-12							
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<u>21st Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy

21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		