



**MIDLAND PARK PUBLIC SCHOOLS**  
*Midland Park, New Jersey*  
**CURRICULUM**

# **Study Skills**

## **Grade 7**

**Prepared by:**

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Marie C. Cirasella, Ed.D.

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*Approved by the Midland Park Board of Education on  
May 3, 2016*

## Study Skills 7 Curriculum Overview

Study Skills 7 is designed to assist incoming seventh grade special needs students with transition into middle school. This course will provide students with the skills and techniques that will enable them to become more strategic learners. More specifically, students will focus on developing organizational, time management, writing and research skills as well as study, content reading and test-taking strategies. Students will have the opportunity to improve their vocabulary, concentration, memory and self-advocacy skills. In addition to strengthening these various skills, students will also develop a deeper understanding of the connection between various learning strategies and their academic performance, strengthening their ability to acquire independent learning skills.

### Suggested Course Sequence:

Unit 1: Organization: 36 Weeks

Unit 2: Time Management: 36 Weeks

Unit 3: Study Strategies: 36 Weeks

Unit 4: Content Reading: 36 Weeks

Unit 5: Test-Taking Strategies: 36 Weeks

Unit 6: Writing and Research Skills: 36 Weeks

Prerequisite: None

| Unit Overview  |  |
|--|--|
| Content Area: Study Skills 7   |  |
| Unit Title: Organization   |  |
| Grade Level: Grade 7   |  |
| Unit Summary: In this unit, students will develop organizational skills to improve their success in their content area classes.  |  |
| Interdisciplinary Connections: Core Content Areas - Mathematics, English, Science, Social Studies, Health, Exploratory Electives   |  |
| 21 <sup>st</sup> Century Themes and Skills: <ul style="list-style-type: none"> <li>CRP1. Act as a responsible and contributing citizen and employee.</li> <li>CRP2. Apply appropriate academic and technical skills.</li> <li>CRP3. Attend to personal health and financial well-being.</li> <li>CRP4. Communicate clearly and effectively and with reason.</li> <li>CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>CRP6. Demonstrate creativity and innovation.</li> <li>CRP7. Employ valid and reliable research strategies.</li> <li>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>CRP9. Model integrity, ethical leadership and effective management.</li> <li>CRP10. Plan education and career paths aligned to personal goals.</li> <li>CRP11. Use technology to enhance productivity.</li> <li>CRP12. Work productively in teams while using cultural global competence.</li> </ul> |  |
| NJ Learning Targets  |  |
| Standards (Content and Technology): NJ CCCS - Special Education / NJ CCCS - Technology   |  |
| CPI#: SE.17.3  | Statement: Develop organizational skills.  |
| CPI#: SE.17.5  | Statement: Improve study and organizational skills for success in the content areas  |
| CPI#: SE.17.6  | Statement: Successfully complete mainstream coursework.  |
| CPI# 8.1.8.A.1   | Statement: Demonstrate knowledge of a real world problem using digital tools.  |
| CPI# 8.1.8.A.2   | Statement: Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. |
| Unit Essential Question(s): <ul style="list-style-type: none"> <li>How is learning impacted by past experiences?</li> <li>Is success directly related to organization?</li> </ul>  |  |
| Unit Enduring Understandings: <ul style="list-style-type: none"> <li>Students will understand that their experiences in elementary school have influence their learning.</li> </ul>  |  |



|   |  |   |  |
|---|--|---|--|
|   | <ul style="list-style-type: none"> <li>Students will understand that their success in the middle school is directly related to their organizational skills</li> </ul>  |   |  |
| <p><b>Unit Learning Targets/Objectives:</b><br/> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>Bring appropriate materials (textbooks, notebooks, chromebook, etc.) to content area and study skills classes</li> <li>Record daily homework, upcoming assessments and long term assignments/projects into a student planner including due dates.</li> <li>Bring home essential materials to complete daily assignments.</li> <li>Organize content area notebooks according to teacher specifications.</li> <li>Follow oral and written directions.</li> <li>Utilize self-advocacy skills to seek teacher assistance when encountering difficulty with content.</li> <li>Hand in required coursework on time.</li> </ul>  |  |   |  |
| <b>Evidence of Learning</b>   |  |   |  |
| <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Teacher Observations/Questioning</li> <li>Self-Reflections</li> <li>Checklists</li> <li>Self and Peer Assessments</li> <li>Student Record Keeping</li> <li>Goal Setting</li> </ul> <p><b>Summative/Benchmark Assessment(s):</b></p> <ul style="list-style-type: none"> <li>Progress Reports (IEP students)</li> <li>Report Cards</li> </ul> <p><b>Resources/Materials (copy hyperlinks for digital resources):</b></p>  |  |   |  |
| <p><b>Modifications:</b></p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <li>Special Education Students                             <ul style="list-style-type: none"> <li>Redirect attention</li> <li>Rephrase, repeat directions</li> <li>Use visual cues</li> <li>Demonstrate the task before proceeding</li> <li>Allow additional processing time</li> <li>Break down tasks into manageable units</li> <li>Simplify directions</li> <li>Adding time as needed</li> <li>Questioning student(s) to check for understanding</li> <li>Repeat and rephrase explanations as needed</li> <li>Differentiate activities/assignments</li> </ul> </li> </ul> </td><td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <li>At-Risk Students                             <ul style="list-style-type: none"> <li>Consult with Guidance Counselors and follow all IR&amp;S procedures and action plans.</li> <li>Consult with classroom teacher(s) for specific behavioral interventions.</li> <li>Provides rewards and incentives as necessary.</li> <li>Use weekly goals as motivating factors</li> <li>Assist student in accepting strengths and weaknesses</li> </ul> </li> </ul> </td></tr> </table> |  | <ul style="list-style-type: none"> <li>Special Education Students                             <ul style="list-style-type: none"> <li>Redirect attention</li> <li>Rephrase, repeat directions</li> <li>Use visual cues</li> <li>Demonstrate the task before proceeding</li> <li>Allow additional processing time</li> <li>Break down tasks into manageable units</li> <li>Simplify directions</li> <li>Adding time as needed</li> <li>Questioning student(s) to check for understanding</li> <li>Repeat and rephrase explanations as needed</li> <li>Differentiate activities/assignments</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>At-Risk Students                             <ul style="list-style-type: none"> <li>Consult with Guidance Counselors and follow all IR&amp;S procedures and action plans.</li> <li>Consult with classroom teacher(s) for specific behavioral interventions.</li> <li>Provides rewards and incentives as necessary.</li> <li>Use weekly goals as motivating factors</li> <li>Assist student in accepting strengths and weaknesses</li> </ul> </li> </ul> |
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- Supplement auditory materials with visual aids
- Have students verbalize steps of task before proceeding
- Repetition and review of previously learned material
- Encourage self-advocacy
- English Language Learners
  - Assign a buddy, same language or English speaking
  - Rephrase/repeat questions, directions and explanations
  - Allow additional processing time for translation
  - Encourage participation, but do not force it
  - Break down complex tasks into manageable parts
  - Involve student in oral discussion
  - Promote class discussion
- Gifted and Talented Students
  - Build on students' intrinsic motivations
  - Have student "tutor" another student in the room
  - Consult with parents to accommodate students' interests in completing tasks at their level of engagement

#### Lesson Plans

| Lesson Name/<br>Topic | Lesson Objective(s)  | Time frame (day(s) to complete)     |
|-----------------------|--|-------------------------------------|
| 1a                    | Learn how to navigate the school building and get to classes on time         | Ongoing throughout the school year. |
| 1b                    | Become familiar with the daily bell schedule                                 | Ongoing throughout the school year. |
| 1c                    | Become familiar with individual schedule                                     | Ongoing throughout the school year. |
| 1d                    | Learn how to use a combination lock and manage time at locker                | Ongoing throughout the school year. |
| 2a                    | Record and complete assignments in written/digital planner on a daily basis. | Ongoing throughout the school year. |
| 2b                    | Use planner for personal schedule as well as school schedule                 | Ongoing throughout the school year. |
| 3a                    | Set up notebooks according to teacher requirements                           | Ongoing throughout the school year. |
| 3b                    | Set up lab books, folders, portfolios  | Ongoing throughout the school year. |
| 3c                    | Put papers away in notebook daily  | Ongoing throughout the school year. |

|  |  |                                     |
|--|--|-------------------------------------|
| 4a   | Maintain an organized locker                                       | Ongoing throughout the school year. |
| 4b   | Take home materials necessary for homework completion and studying | Ongoing throughout the school year. |
| 4c   | Create a designated work study area at home                        | Ongoing throughout the school year. |
| Teacher Notes:   |  |                                     |
| Additional Resources   |  |                                     |
| Click links below to access additional resources used to design this unit: |  |                                     |

| Unit Overview  |  |
|--|--|
| Content Area: Study Skills 7   |  |
| Unit Title: Time Management  |  |
| Grade Level: Grade 7   |  |
| Unit Summary: In this unit, will develop time management skills, make a study schedule, and establish a routine form completing various types of activities/assignments.           |  |
| Interdisciplinary  |  |
| Connections: Core Content Areas - Mathematics, English, Science, Social Studies, Health, Exploratory Electives   |  |
| 21 <sup>st</sup> Century Themes and Skills: Life and Career Skills   |  |
| Learning Targets   |  |
| Standards (Content and Technology): NJ CCCS - Special Education/ NJ CCCS Technology  |  |
| CPI#: SE.17.3  | Statement: Develop organizational skills.  |
| CPI# 8.1.8.A.1   | Statement: Demonstrate knowledge of a real world problem using digital tools.  |
| CPI# 8.1.8.A.2   | Statement: Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. |
| Unit Essential Question(s):  |  |
| <ul style="list-style-type: none"> <li>What does it mean to be an independent student?</li> <li>How do students effectively manage their time?</li> </ul>                          |  |
| Unit Enduring Understandings:  |  |
| <ul style="list-style-type: none"> <li>Students will understand that the ability to manage their time effectively will enable them to become more independent learners.</li> </ul> |  |



|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>Students will understand that prioritizing assignments will enable them to complete their work in a timely manner.</li> </ul> |
| <b>Unit Learning Targets/Objectives:</b><br><i>Students will...</i> <ul style="list-style-type: none"> <li>Complete homework assignments in a timely manner.</li> <li>Prioritize assignments based on due dates and degree of difficulty.</li> <li>Organize blocks of time at home to complete daily homework, long term projects and study for assessments.</li> </ul>  |  |
| <b>Evidence of Learning</b>  |  |
| <b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>Teacher Observations/Questioning</li> <li>Self-Reflections</li> <li>Checklists</li> <li>Self and Peer Assessments</li> <li>Student Record Keeping</li> <li>Goal Setting</li> </ul> <b>Summative/Benchmark Assessment(s):</b> <ul style="list-style-type: none"> <li>Progress Reports (IEP students)</li> <li>Report Cards</li> </ul> <b>Resources/Materials (copy hyperlinks for digital resources):</b>  |  |
| <b>Modifications:</b> <ul style="list-style-type: none"> <li>Special Education Students               <ul style="list-style-type: none"> <li>Redirect attention</li> <li>Rephrase, repeat directions</li> <li>Use visual cues</li> <li>Demonstrate the task before proceeding</li> <li>Allow additional processing time</li> <li>Break down tasks into manageable units</li> <li>Simplify directions</li> <li>Adding time as needed</li> <li>Questioning student(s) to check for understanding</li> <li>Repeat and rephrase explanations as needed</li> <li>Differentiate activities/assignments</li> <li>Supplement auditory materials with visual aids</li> <li>Have students verbalize steps of task before proceeding</li> <li>Repetition and review of previously learned material</li> <li>Encourage self-advocacy</li> </ul> </li> <li>At-Risk Students               <ul style="list-style-type: none"> <li>Consult with Guidance Counselors and follow all IR&amp;S procedures and action plans.</li> <li>Consult with classroom teacher(s) for specific behavioral interventions.</li> <li>Provides rewards and incentives as necessary.</li> <li>Use weekly goals as motivating factors</li> <li>Assist student in accepting strengths and weaknesses</li> </ul> </li> <li>Gifted and Talented Students               <ul style="list-style-type: none"> <li>Build on students' intrinsic motivations</li> <li>Have student "tutor" another student in the room</li> <li>Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul> </li> <li>English Language Learners</li> </ul> |  |

- o Assign a buddy, same language or English speaking
- o Rephrase/repeat questions, directions and explanations
- o Allow additional processing time for translation
- o Encourage participation, but do not force it
- o Break down complex tasks into manageable parts
- o Involve student in oral discussion
- o Promote class discussion

#### Lesson Plans

| Lesson Name/Topic | Lesson Objective(s)  | Time frame (day(s) to complete)     |
|-------------------|--|-------------------------------------|
| 1a                | Keep track of how time is currently spent in a daily activity log                  | Ongoing throughout the school year. |
| 1b                | Make a list of tasks to be completed   | Ongoing throughout the school year. |
| 1c                | Break down bigger tasks into smaller steps   | Ongoing throughout the school year. |
| 1d                | Prioritize assignments as "immediate," "short-term," and "long-term."              | Ongoing throughout the school year. |
| 1e                | Utilize a daily to do list and a weekly schedule                                   | Ongoing throughout the school year. |
| 2a                | Learn how to estimate time for various types of activities/assignments             | Ongoing throughout the school year. |
| 2b                | Divide a study period into blocks of time for each class                           | Ongoing throughout the school year. |
| 2c                | Complete assignments/ homework within designated time                              | Ongoing throughout the school year. |
| 3a                | Anticipate upcoming due dates  | Ongoing throughout the school year. |
| 3b                | Order homework according to the degree of difficulty, completing the easiest first | Ongoing throughout the school year. |
| 3c                | Organize blocks of time to complete activities/assignments                         | Ongoing throughout the school year. |



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|--|--|-------------------------------------|
| 3d   | Identify distractions and ways to deal with distractions | Ongoing throughout the school year. |
| 3e   | Adapt to obstacles and stressful situations              | Ongoing throughout the school year. |
| Teacher Notes:   |  |                                     |
| Additional Resources<br>Click links below to access additional resources used to design this unit: |  |                                     |

| Unit Overview  |
|--|
| Content Area: Study Skills 7   |
| Unit Title: Study Strategies   |
| Grade Level: Grade 7   |
| Unit Summary: In this unit, students will strengthen their study habits and develop strategies to improve success in their content area classes. |
| Interdisciplinary Connections: Core Content Areas - Mathematics, English, Science, Social Studies, Health, Exploratory Electives                 |
| 21 <sup>st</sup> Century Themes and Skills: Life and Career Skills   |

| Learning Targets  |   |
|---|---|
| Standards (Content and Technology): NJ CCCS - Special Education/ NJ CCCS Technology   |   |
| CPI#: SE.17.2   | Statement: Develop note-taking skills.  |
| CPI#: SE.17.3   | Statement: Develop organizational skills.   |
| CPI#: SE.17.4   | Statement: Develop organizational skills.   |
| CPI#: SE.17.5   | Statement: Improve study and organizational skills for success in the content areas.  |
| CPI#: SE.17.6   | Statement: Successfully complete mainstream coursework.   |
|   |   |
| CPI#: 8.1.8.A.2   | Statement: Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability   |
| CPI#: 8.1.8.E.1   | Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.   |
| Unit Essential Question(s): <ul style="list-style-type: none"><li>Why is it important for students to develop study strategies?</li><li>What study strategies are most effective for individual students?</li></ul> | Unit Enduring Understandings: <ul style="list-style-type: none"><li>Students will understand the importance of developing study strategies.</li><li>Students will discover which study strategies coincide with their individual learning styles.</li></ul> |
| Unit Learning Targets/Objectives:   |   |

*Students will...*

- Identify and record the key points of a lecture/presentation in an organized form.
- Identify the main ideas for a study guide, given class notes, handouts, assignments and textbook readings.
- Develop a study sheet using class notes, handouts, assignments and textbook readings.
- Extract relevant information from class notes, handouts, assignments and textbook readings to complete a study guide.??
- Describe the attributes of a successful student.
- Review and correct errors on assignments.
- Accurately copy written material.
- Rewrite and organize class notes into an organized format.
- Use listening skills to gather information and answer specific questions.
- Use memory techniques to study for assessments.
- Prepare for tests using appropriate materials and methods with teacher guidance.
- Follow oral and written directions.
- Take notes from reading material and class presentations.

**Evidence of Learning**

**Formative Assessments:**

- Teacher Observations/Questioning
- Self-Reflections
- Checklists
- Self and Peer Assessments
- Student Record Keeping
- Goal Setting

**Summative/Benchmark Assessment(s):**

- Progress Reports (IEP students)
- Report Cards

**Resources/Materials (copy hyperlinks for digital resources):**

**Modifications:**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>● Special Education Students                             <ul style="list-style-type: none"> <li>○ Redirect attention</li> <li>○ Rephrase, repeat directions</li> <li>○ Use visual cues</li> <li>○ Demonstrate the task before proceeding</li> <li>○ Allow additional processing time</li> <li>○ Break down tasks into manageable units</li> <li>○ Simplify directions</li> <li>○ Adding time as needed</li> <li>○ Questioning student(s) to check for understanding</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● At-Risk Students                             <ul style="list-style-type: none"> <li>○ Consult with Guidance Counselors and follow all IR&amp;S procedures and action plans.</li> <li>○ Consult with classroom teacher(s) for specific behavioral interventions.</li> <li>○ Provides rewards and incentives as necessary.</li> <li>○ Use weekly goals as motivating factors</li> <li>○ Assist student in accepting strengths and weaknesses</li> </ul> </li> </ul> |
|---|--|



|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>o Repeat and rephrase explanations as needed</li> <li>o Differentiate activities/assignments</li> <li>o Supplement auditory materials with visual aids</li> <li>o Have students verbalize steps of task before proceeding</li> <li>o Repetition and review of previously learned material</li> <li>o Encourage self-advocacy</li> </ul>   | <ul style="list-style-type: none"> <li>• Gifted and Talented Students                             <ul style="list-style-type: none"> <li>o Build on students' intrinsic motivations</li> <li>o Have student "tutor" another student in the room</li> <li>o Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul> </li> </ul> |
| <ul style="list-style-type: none"> <li>• English Language Learners                             <ul style="list-style-type: none"> <li>o Assign a buddy, same language or English speaking</li> <li>o Rephrase/repeat questions, directions and explanations</li> <li>o Allow additional processing time for translation</li> <li>o Encourage participation, but do not force it</li> <li>o Break down complex tasks into manageable parts</li> <li>o Involve student in oral discussion</li> <li>o Promote class discussion</li> </ul> </li> </ul> |  |

| Lesson Plans      |   |                                     |
|-------------------|---|-------------------------------------|
| Lesson Name/Topic | Lesson Objective(s)   | Time frame (day(s) to complete)     |
| 1a                | Identify attributes of a successful students                                      | Ongoing throughout the school year. |
| 1b                | Identify positive work habits for personal success                                | Ongoing throughout the school year. |
| 1c                | Develop short-term and long-term academic and personal goals for the school year. | Ongoing throughout the school year. |
| 2a                | Compile a learning profile Incorporating individual strengths and weaknesses.     | Ongoing throughout the school year. |
| 2b                | Recognize and build on personal strengths   | Ongoing throughout the school year. |
| 2c                | Understand personal learning style  | Ongoing throughout the school year. |
| 2d                | Understand multiple intelligences   | Ongoing throughout the school year. |



|    |   |                                     |
|----|---|-------------------------------------|
| 2e | Develop self-advocacy skills with peers and authority figures | Ongoing throughout the school year. |
| 3a | Improve concentration   | Ongoing throughout the school year. |
| 3b | Follow oral and written directions                            | Ongoing throughout the school year. |
| 3c | Use various graphic organizers                                | Ongoing throughout the school year. |
| 3d | Review and correct assignments and assessments                | Ongoing throughout the school year. |
| 3e | Review class notes  | Ongoing throughout the school year. |
| 3f | Develop a study sheet   | Ongoing throughout the school year. |
| 4a | Use memory techniques to retain course content                | Ongoing throughout the school year. |
| 4b | Use listening skills  | Ongoing throughout the school year. |
| 4c | Utilize note-taking skills                                    | Ongoing throughout the school year. |

| Unit Overview  |                                |
|--|--------------------------------|
| Content Area: Study Skills 7   |                                |
| Unit Title: Content Reading  |                                |
| Grade Level: Grade 7   |                                |
| Unit Summary: In this unit, students will develop effective content area reading strategies.                                     |                                |
| Interdisciplinary Connections: Core Content Areas - Mathematics, English, Science, Social Studies, Health, Exploratory Electives |                                |
| 21 <sup>st</sup> Century Themes and Skills: Life and Career Skills   |                                |
| Learning Targets   |                                |
| Standards (Content and Technology): NJ CCCS - Special Education/NJCCCS - Technology  |                                |
| SE.17.2  | Develop note-taking skills.    |
| SE.17.3  | Develop organizational skills. |

|   |  |
|---|--|
| SE.17.4   | Develop organizational skills.   |
| SE.17.5   | Improve study and organizational skills for success in the content areas.  |
| 8.1.8.A.2   | Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability   |
| 8.1.8.E.1   | Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.  |
| <b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>What are effective reading strategies?</li> <li>Which reading strategies do students need to be successful in their content area classes?</li> </ul>  | <b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Students will develop a variety of reading strategies to be utilized in their content area classes.</li> <li>Students will identify which reading strategies suit their individual learning styles.</li> </ul> |
| <b>Unit Learning Targets/Objectives:</b><br><i>Students will...</i> <ul style="list-style-type: none"> <li>Outline specific chapters from textbooks and online reading material.</li> <li>Interpret charts, graphs, and diagrams within a chapter of their mainstream books.</li> <li>Identify the main ideas in simple phrases, given a content specific reading.</li> <li>Discuss the main ideas, using paraphrasing techniques, with the skills teacher, given a content specific reading.</li> <li>Identify and use each part of a textbook or other reading resource (glossary, table of contents, and index).</li> <li>Use pre-reading strategies to identify the key points in a reading with teacher guidance.</li> <li>Identify the theme, topic sentences, supporting sentences and concluding statements when writing an essay.</li> <li>Extract relevant information from various readings to develop a summary.</li> <li>Locate and use specific information from a written source.</li> </ul> |  |
| <b>Evidence</b>   |  |
| <b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>Teacher Observations/Questioning</li> <li>Self-Reflections</li> <li>Checklists</li> <li>Self and Peer Assessments</li> <li>Student Record Keeping</li> <li>Goal Setting</li> </ul><br><b>Summative/Benchmark Assessment(s):</b> <ul style="list-style-type: none"> <li>Progress Reports (IEP students)</li> <li>Report Cards</li> </ul><br><b>Resources/Materials (copy hyperlinks for digital resources):</b>   |  |
| <b>Modifications:</b> <ul style="list-style-type: none"> <li>Special Education Students</li> <li>At-Risk Students</li> </ul>  |  |

- o Redirect attention
- o Rephrase, repeat directions
- o Use visual cues
- o Demonstrate the task before proceeding
- o Allow additional processing time
- o Break down tasks into manageable units
- o Simplify directions
- o Adding time as needed
- o Questioning student(s) to check for understanding
- o Repeat and rephrase explanations as needed
- o Differentiate activities/assignments
- o Supplement auditory materials with visual aids
- o Have students verbalize steps of task before proceeding
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- o Encourage self-advocacy
- o Consult with Guidance Counselors and follow all IR&S procedures and action plans.
- o Consult with classroom teacher(s) for specific behavioral interventions.
- o Provides rewards and incentives as necessary.
- o Use weekly goals as motivating factors
- o Assist student in accepting strengths and weaknesses
- Gifted and Talented Students
  - o Build on students' intrinsic motivations
  - o Have student "tutor" another student in the room
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  - o Assign a buddy, same language or English speaking
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  - o Promote class discussion

#### Lesson Plans

| Lesson Name/Topic | Lesson Objective(s)   | Time frame (day(s) to complete)     |
|-------------------|---|-------------------------------------|
| 1                 | Identify and use information found in various parts of a textbook   | Ongoing throughout the school year. |
| 2a                | Identify and paraphrase the main ideas of a given selection of text | Ongoing throughout the school year. |
| 2b                | Write the main idea of a selection and support with details         | Ongoing throughout the school year. |



|    |  |                                     |
|----|--|-------------------------------------|
| 2c | Locate information and answer questions from the text  | Ongoing throughout the school year. |
| 2d | Identify and define new vocabulary terms from text   | Ongoing throughout the school year. |
| 3  | Read and interpret visual aids found in the text   | Ongoing throughout the school year. |
| 4  | Create a concept map   | Ongoing throughout the school year. |
| 5a | Preview a reading selection using titles, topic headings, visual aids and questions                                | Ongoing throughout the school year. |
| 5b | Utilize pre-reading strategies (identify a purpose for reading, make predictions, access prior knowledge)          | Ongoing throughout the school year. |
| 5c | Skim text and recognize words that identify text patterns (chronological order, order of importance, cause/effect) | Ongoing throughout the school year. |
| 6a | Use various reading strategies for accessing text (SQ3R, QAR, RCRC)  | Ongoing throughout the school year. |
| 6b | Use visual/organizational strategies when reading difficult material   | Ongoing throughout the school year. |
| 6c | Ask questions and summarize to increase comprehension of text  | Ongoing throughout the school year. |
| 6d | Adjust reading rate for different purposes   | Ongoing throughout the school year. |
| 7  | Make connections within text and between texts   | Ongoing throughout the school year. |
|    |  |                                     |

Unit Overview

Content Area: Study Skills 7

|   |   |
|---|---|
| <b>Unit Title: Test-Taking Strategies</b>   |   |
| <b>Grade Level: Grade 7</b>   |   |
| <b>Unit Summary:</b> In this unit, students will learn how to prepare for tests, manage test anxiety, use time management strategies and answer various types of test questions.  |   |
| <b>Interdisciplinary Connections:</b> Core Content Areas - Mathematics, English, Science, Social Studies, Health, Exploratory Electives   |   |
| <b>21<sup>st</sup> Century Themes and Skills:</b> Life and Career Skills  |   |
| <b>Learning Targets</b>   |   |
| <b>Standards (Content and Technology): NJ CCCS - Special Education/NJCCCS - Technology</b>  |   |
| SE.17.1   | Develop test taking skills.   |
| SE.17.2   | Develop note-taking skills.   |
| SE.17.5   | Improve study and organizational skills for success in the content areas.   |
| 8.1.12.A.2  | Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.  |
| 8.1.8.C.1   | Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.  |
| <b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>How will knowledge of the test format help to prepare students?</li> <li>Why is it important to use different test-taking strategies to prepare for various types of test questions?</li> </ul>   | <b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Students will understand how knowledge of the test format will be beneficial when preparing for an test.</li> <li>Students will understand that different test-taking strategies should be used when preparing for different types of test questions</li> </ul> |
| <b>Unit Learning Targets/Objectives:</b><br><i>Students will...</i> <ul style="list-style-type: none"> <li>Use class notes, handouts, assignments and relevant readings to construct an outline of the major points to be covered on an assessment.</li> <li>Bring all necessary materials to study skills for review prior to an assessment.</li> <li>Prepare for essay questions by predicting the questions and writing out a well formed responses using notes, handouts and relevant readings.</li> <li>Prepare for short answer and multiple choice questions by completing a practice test.</li> <li>Complete each area of a test given a set amount of time.</li> <li>Complete a formal assessment given a practice assessment (fill-ins, multiple choice, true/false, short answer and essay)</li> <li>Apply test taking strategies to objective and essay assessments.</li> <li>Interpret graphs, charts, diagrams and maps.</li> </ul> |   |
| <b>Evidence of Learning</b>   |   |

**Formative Assessments:**

- Teacher Observations/Questioning
- Self-Reflections
- Checklists
- Self and Peer Assessments
- Student Record Keeping
- Goal Setting

**Summative/Benchmark Assessment(s):**

- Progress Reports (IEP students)
- Report Cards

**Resources/Materials (copy hyperlinks for digital resources):**

**Modifications:**

- Special Education Students
  - Redirect attention
  - Rephrase, repeat directions
  - Use visual cues
  - Demonstrate the task before proceeding
  - Allow additional processing time
  - Break down tasks into manageable units
  - Simplify directions
  - Adding time as needed
  - Questioning student(s) to check for understanding
  - Repeat and rephrase explanations as needed
  - Differentiate activities/assignments
  - Supplement auditory materials with visual aids
  - Have students verbalize steps of task before proceeding
  - Repetition and review of previously learned material
  - Encourage self-advocacy
- At-Risk Students
  - Consult with Guidance Counselors and follow all IR&S procedures and action plans.
  - Consult with classroom teacher(s) for specific behavioral interventions.
  - Provides rewards and incentives as necessary.
  - Use weekly goals as motivating factors
  - Assist student in accepting strengths and weaknesses
- Gifted and Talented Students
  - Build on students' intrinsic motivations
  - Have student "tutor" another student in the room
  - Consult with parents to accommodate students' interests in completing tasks at their level of engagement
- English Language Learners
  - Assign a buddy, same language or English speaking
  - Rephrase/repeat questions, directions and explanations
  - Allow additional processing time for translation
  - Encourage participation, but do not force it
  - Break down complex tasks into manageable parts



- o Involve student in oral discussion
- o Promote class discussion

| Lesson Plans      |  |                                     |
|-------------------|--|-------------------------------------|
| Lesson Name/Topic | Lesson Objective(s)  | Time frame (day(s) to complete)     |
| 1a                | Construct a study guide of the major points to be covered in a test, from the class notes and textbook | Ongoing throughout the school year. |
| 1b                | Predict test questions   | Ongoing throughout the school year. |
| 1c                | Preparing to take a test and reduce test anxiety   | Ongoing throughout the school year. |
| 2                 | Identifying key words in test questions  | Ongoing throughout the school year. |
| 3                 | Interpreting and following written and verbal directions as given by the teacher                       | Ongoing throughout the school year. |
| 4a                | Strategies for answering objective test questions  | Ongoing throughout the school year. |
| 4b                | Strategies for answering short answer and open-ended test questions                                    | Ongoing throughout the school year. |
| 4c                | Strategies for reading and interpreting charts, graphs, and tables on the test                         | Ongoing throughout the school year. |
|                   |  |                                     |

**Teacher Notes:**

  

**Additional Resources**  
Click links below to access additional resources used to design this unit:

| Unit Overview  |   |
|--|---|
| Content Area: Study Skills 7   |   |
| Unit Title: Writing and Research Skills  |   |
| Grade Level: Grade 7   |   |
| Unit Summary: Students will learn how to improve their writing and research skills across the content areas  |   |
| Interdisciplinary Connections: Core Content Areas - Mathematics, English, Science, Social Studies, Health, Exploratory Electives   |   |
| 21 <sup>st</sup> Century Themes and Skills: Life and Career Skills   |   |
| Learning Targets   |   |
| Standards (Content and Technology): NJ CCCS - Special Education/NJCCCS - Technology  |   |
| CPI#:  | Statement:  |
| SE.17.5  | Improve study and organizational skills for success in the content area   |
| SE.17.4  | Develop organizational skills   |
| SE.17.2  | Develop note-taking skills  |
| SE.17.6  | Successfully complete mainstream coursework   |
| 8.1.8.A.2  | Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. |
| 8.1.8.E.1  | Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.   |
| <div> Unit Essential Question(s): <ul style="list-style-type: none"> <li>Why are writing and research skills important?</li> <li>How do research skills enable students to strengthen their writing?</li> </ul> </div> <div> Unit Enduring Understandings: <ul style="list-style-type: none"> <li>Students will understand the importance of developing strong writing and research skills.</li> <li>Students will understand the connection between researching and writing skills.</li> </ul> </div> |   |
| Unit Learning Targets/Objectives:<br><i>Students will...</i> <ul style="list-style-type: none"> <li>Utilize prewriting skills to complete written assignments for content area classes</li> <li>Write a summary of text as assigned in a content area class</li> <li>Write a paragraph as assigned in a content area class</li> <li>Utilize research skills as needed in content area classes</li> </ul>   |   |
| Evidence of Learning   |   |

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  - Involve student in oral discussion



- o Promote class discussion

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|-------------------|--|------------------------------------|
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| 1                 | Utilize prewriting strategies (brainstorming, clustering)  | Ongoing throughout the school year |
| 2a                | Reinforce paragraph structure in writing including topic sentence, supporting details and conclusion sentence. | Ongoing throughout the school year |
| 2b                | Write paragraphs using an organizational pattern (chronological order, order of importance, cause/effect)      | Ongoing throughout the school year |
| 3a                | Learn how to locate relevant library sources   | Ongoing throughout the school year |
| 3b                | Learn how to utilize technology to find relevant internet sources  | Ongoing throughout the school year |
| 3c                | Reinforce how to locate and use specific information from a text or reference                                  | Ongoing throughout the school year |
| 3d                | Reinforce how to take notes from informational text  | Ongoing throughout the school year |
|                   |  |                                    |