

**EAST STROUDSBURG AREA SCHOOL DISTRICT**

**STUDY STRATEGIES PLANNED COURSE**

**2009-2010**

## **Study Strategies Curriculum**

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## Planned Course – Study Strategies

Unit One: GOAL SETTING

### Essential Questions:

- What is my definition of success?
- How will creating a personal vision statement, and determining short and long term goals enable me to fulfill my vision for the future?

### State Curriculum Standard(s):

- 1.1.11A Locate various texts, media and traditional resources for assigned and independent projects before reading.
- 1.1.11G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
- 1.2.11A Read and understand essential content of informational texts and documents in all academic areas.
- 1.2.11B Use and understand a variety of media and evaluate the quality of material produced.
- 1.4.11D Maintain a written record of activities, course work, experience, honors and interests.
- 1.6.11A Listen to others
- 1.6.11D Contribute to discussion
- 1.6.11E Participate in small and large group discussions and presentations.
- 1.8.11B Locate information using appropriate sources and strategies.
- 1.8.11C Organize, summarize and present the main ideas from research.

### ISTE Standard(s):

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

### PSSA Anchor(s):

- A.2.3 Make inferences and/or draw conclusions, cite evidence supporting generalizations based on text
- B.1.2 Make connections between texts.

### Appendix:

- A. PA Academic Standards for Reading, Writing, Speaking and Listening - Grade 11
- B. PSSA Reading Assessment Anchors Checklists
- C. PSSA Writing Rubrics
- D. PSSA Reading Rubric
- E. PSSA Assessment Anchor Glossary
- F. ISTE Standards

## Planned Course – Study Strategies

Course Content	Student Performance	Resources	Assessments
<p>A. Introduction to Study Skills</p> <p>a. Identify and evaluate the meaning of success.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Complete a survey analyzing views on success.</li> <li>Web their own definition of success and look more deeply into their future.</li> </ul>	<ul style="list-style-type: none"> <li><u>Success4Students</u> binder (Lesson 1) student notes handouts; PowerPoint Slides; Success Web Rubric.</li> </ul>	<ul style="list-style-type: none"> <li>Student Portfolio: <ul style="list-style-type: none"> <li>✓ Student survey</li> <li>✓ Success Web</li> <li>✓ Success Web Rubric</li> </ul> </li> <li>Teacher observations</li> <li>Teacher-generated discussion questions.</li> <li>Classroom notes</li> </ul>
<p>B. Establishing a Vision</p> <p>a. Understand what a personal vision is.</p> <p>b. Evaluate consequences of living with and without a vision.</p> <p>c. Understand the role a vision plays in student lives.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Complete a job application indicating future career goals</li> <li>Complete a “Vision Quest” activity indicating wishes for their future.</li> </ul>	<ul style="list-style-type: none"> <li><u>Success4Students</u> binder (Lesson 3) student notes handouts; PowerPoint Slides; “Vision Quest” activity; “Wish List” activity and rubric.</li> </ul>	<ul style="list-style-type: none"> <li>Student Portfolio: <ul style="list-style-type: none"> <li>✓ Wish List</li> <li>✓ Wish List Rubric</li> </ul> </li> <li>Teacher observations</li> <li>Teacher-generated discussion questions.</li> <li>Classroom notes</li> </ul>
<p>C. Personal Finance Analysis</p> <p>a. Evaluate the cost of the lifestyle students wish to have.</p> <p>b. Gain an understanding of the amount of income required for desired lifestyle.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Complete a cost analysis worksheet detailing projected costs of living; and salaries needed to support that lifestyle.</li> <li>Complete a household budget related to their chosen lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li><u>Success4Students</u> binder (Lesson 4) student notes handouts; PowerPoint Slides; “How Much Do I Need to Make?” and “What Does It Cost?” handouts.</li> </ul>	<ul style="list-style-type: none"> <li>Student Portfolio: <ul style="list-style-type: none"> <li>✓ Lesson handouts</li> </ul> </li> <li>Teacher observations</li> <li>Teacher-generated discussion questions.</li> <li>Classroom notes</li> </ul>
<p>Planning for the Future</p> <p>a. Understand the importance of long-term planning.</p> <p>b. Differentiate between long- and short-term goals.</p> <p>c. Set appropriate goals that will enable students to achieve their vision for the future.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Analyze a Yale University study about goal setters being more successful.</li> <li>Re-evaluate visions for the future wish list.</li> <li>Complete a “Life Maze” activity showing students will not exit the maze at their desired location. Discuss applications to real life and various road blocks</li> </ul>	<ul style="list-style-type: none"> <li><u>Success4Students</u> binder (Lesson 5 and 6) student notes handouts; PowerPoint Slides; “Re-evaluate Your Vision”; “Planning Your Life”; “Life Maze” handout and Rubric from Lesson 5. “Daily Goals” handout from Lesson 6.</li> </ul>	<ul style="list-style-type: none"> <li>Student Portfolio: <ul style="list-style-type: none"> <li>✓ “Planning Your Life” handout</li> <li>✓ “Planning Your Life” Rubric</li> </ul> </li> <li>Teacher observations</li> <li>Teacher-generated discussion questions.</li> <li>Classroom notes</li> </ul>

### Planned Course – Study Strategies

	<p>that may occur.</p> <ul style="list-style-type: none"><li>• Establish 7-year physical, financial, spiritual, social, family, and lifestyle goals by completing the “Planning Your Life” activity.</li><li>• Establish weekly and daily goals by completing the “Daily Goals” handouts (Lesson 6).</li></ul>		
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## Planned Course – Study Strategies

Unit Two: ORGANIZATION SKILLS AND TIME MANAGEMENT

### Essential Questions:

- Why is being organized important for academic success?
- How will using a planner and a binder allow me to become more organized?
- How will I monitor and track my grades more effectively to contribute to my academic success?
- How will I effectively manage my time to establish priorities and avoid procrastinating?

### State Curriculum Standard(s):

- 1.1.11.D Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts.
- 1.1.11.G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
- 1.2.11.A Read and understand essential content of informational texts and documents in all academic areas.
- 1.4.11.D Maintain a written record of activities, course work, experience, honors and interests.
- 1.6.11.A Listen to others
- 1.6.11.D Contribute to discussion
- 1.6.11.E Participate in small and large group discussions and presentations.

### ISTE Standard(s):

1. Creativity and Innovation
2. Communication and Collaboration
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

### PSSA Anchor(s):

- A.2.3 Make inferences and/or draw conclusions, cite evidence supporting generalizations based on text
- A.2.4 Identify and/or explain main ideas and relevant details
- A.2.5 Summarize non-fictional text as a whole
- B.2.2 Identify, explain, interpret, describe and/or analyze the point of view of the narrator in fictional and nonfictional text
- B.3.2 Distinguish between essential and nonessential information within or between texts
- B.3.3 Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of nonfictional text.

### Appendix:

- A. PA Academic Standards for Reading, Writing, Speaking and Listening - Grade 11
- B. PSSA Reading Assessment Anchors Checklists
- C. PSSA Writing Rubrics
- D. PSSA Reading Rubric
- E. PSSA Assessment Anchor Glossary
- F. ISTE Standards

### Planned Course – Study Strategies

Course Content	Student Performance	Resources	Assessments
A. Importance of Being Organized. a. Understand the need for organization.	Students will... • Complete an anticipation guide related to current beliefs of organization.	<ul style="list-style-type: none"> <li>• <u>S.O.A.R. Study Skills</u>, by Susan Woodcock Kruger, M.Ed. (pp. 38 – 39).</li> <li>• <u>S.O.A.R. Multi-media teacher's guide and materials</u>.</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipation Guide</li> <li>• Teacher observations</li> <li>• Teacher-generated discussion questions.</li> <li>• Classroom notes</li> </ul>
B. Organizing with a Planner (agenda) a. Understand the need for using a planner. b. Use a planner to track and monitor assignments and projects for all current classes. c. Use a planner to monitor academic progress.	Students will... <ul style="list-style-type: none"> <li>• Activate prior knowledge about effective use of a planner ("Using Your Student Planner" handout from Lesson 2).</li> <li>• Enter important school-related dates into planner.</li> <li>• Establish a weekly and daily schedule for updating their planner (per S.O.A.R. guidelines on pp. 25 – 29).</li> <li>• Practice using a digital calendar tool to determine the effectiveness of paper and electronic planners</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Success4Students</u> binder (Lesson 2) student notes handouts; PowerPoint Slides; "Using Your Student Planner" handout from Lesson 2.</li> <li>• <u>S.O.A.R. Study Skills</u>, by Susan Woodcock Kruger, M.Ed. (pp. 25 - 29).</li> <li>• <u>S.O.A.R. Multi-media teacher's guide and materials</u></li> <li>• Teacher created observation checklist.</li> </ul>	<ul style="list-style-type: none"> <li>• "Organization of Academic Materials" observation checklist (to be used throughout the semester and completed by the instructor).</li> <li>• Teacher observations</li> <li>• Teacher-generated discussion questions.</li> <li>• Classroom notes</li> </ul>
C. Organizing with a Binder a. Understand the importance of organizing coursework. b. Develop a system for organizing academic materials. c. Demonstrate ongoing use of the organization system.	Students will... <ul style="list-style-type: none"> <li>• Activate prior-knowledge about the importance of being organized by completing the "Keeping Track of School Work" handout.</li> <li>• Construct a binder using pre-set guidelines for labeling and organizing academic materials (per S.O.A.R. guidelines on pp. 40 – 45).</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Success4Students</u> binder (Lesson 7) student notes handouts; PowerPoint Slides; "Using Your Student Planner" handout</li> <li>• <u>S.O.A.R. Study Skills</u>, by Susan Woodcock Kruger, M.Ed. (pp. 40 - 45).</li> <li>• <u>S.O.A.R. Multi-media teacher's guide and materials</u></li> <li>• Teacher created observation checklist.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation checklist (to be used throughout the semester and completed by the instructor).</li> <li>• Teacher observations</li> <li>• Teacher-generated discussion questions.</li> <li>• Classroom notes</li> </ul>
D. Monitoring Grades and Academic Progress a. Monitor grades and academic progress using a graphic organizer. b. Understand the importance of monitoring and tracking grades.	Students will... <ul style="list-style-type: none"> <li>• Read about the importance of monitoring grades and academic progress.</li> <li>• Use a graphic organizer to record academic progress throughout the semester.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>S.O.A.R. Study Skills</u>, by Susan Woodcock Kruger, M.Ed. (pp. 104 - 109).</li> <li>• <u>S.O.A.R. Multi-media teacher's guide and materials</u></li> <li>• "Grade Tracking Sheet" (<a href="http://www.soarstudyskills.com">www.soarstudyskills.com</a>)</li> </ul>	<ul style="list-style-type: none"> <li>• Observation checklist (to be used throughout the semester and completed by the instructor).</li> <li>• Teacher-generated discussion questions.</li> <li>• Classroom notes</li> </ul>

## Planned Course – Study Strategies

<p>E. Time-management</p> <ol style="list-style-type: none"> <li>Establish priorities</li> <li>Understand negative consequences of procrastination.</li> </ol>	<p>Students will...</p> <ul style="list-style-type: none"> <li>Identify, then classify priorities as high, medium, or low priority items (S.O.A.R., pp. 20 – 21).</li> <li>Evaluate items according to the Peretti Principle (80/20 principle) by choosing personal academic goals from a list of selected items that follow the principle.</li> <li>Work in small groups to create lists of essential and non-essential tasks and rank according to the 80/20 principle.</li> <li>Use the Think-Pair-Share strategy to construct a matrix ranking movies based on student opinion. Discuss the ineffectiveness of ranking by opinion. Students will rank the same movies again using the Pair Ranking strategy. Discuss the qualities of the strategy that make it more effective for prioritizing.</li> <li>Evaluate their own use of time by categorizing weekly hours and discover the negative effects of procrastination by completing a Procrastination Personal Assessment and analyzing the pitfalls of procrastination.</li> <li>Identify goals to overcome procrastination by creating a self-contract which establishes a goal, subgoal, a penalty for not meeting the goal, and a reward for successfully accomplishing the goal.</li> </ul>	<ul style="list-style-type: none"> <li><u>Success4Students</u> binder (Lesson 13 and Lesson 19) student notes handouts; PowerPoint Slides; “Apply the 80/20 Principle” handout</li> <li>Teacher created observation checklist.</li> <li>Internet resources:</li> <li><a href="http://www.studygs.net/">http://www.studygs.net/</a></li> </ul>	<ul style="list-style-type: none"> <li>Observation checklist (to be used throughout the semester and completed by the instructor).</li> <li><u>Procrastination Personal Assessment</u> inventory</li> <li>Teacher-generated discussion questions.</li> <li>Classroom notes</li> </ul>
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## Planned Course – Study Strategies

### Unit Three: LEARNING STYLES

#### Essential Questions:

- What kind of learner am I?
- How will I use my learning preferences as an advantage in the classroom and while studying?

#### State Curriculum Standard(s):

- 1.1.11.A Locate various texts, media and traditional resources for assigned and independent projects before reading.
- 1.1.11.D Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts.
- 1.1.11.G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
- 1.1.11.H Demonstrate fluency and comprehension in reading
- 1.2.11.A Read and understand essential content of informational texts and documents in all academic areas.
- 1.2.11.B Use and understand a variety of media and evaluate the quality of material produced.
- 1.4.11.D Maintain a written record of activities, course work, experience, honors and interests.
- 1.6.11.A Listen to others
- 1.6.11.D Contribute to discussion
- 1.6.11.E Participate in small and large group discussions and presentations.

#### ISTE Standard(s):

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
6. Technology Operations and Concepts

#### PSSA Anchor(s):

- A.2.1 Identify and/or apply the meaning of vocabulary
- A.2.3 Make inferences and/or draw conclusions, cite evidence supporting generalizations based on text
- A.2.4 Identify and/or explain main ideas and relevant details
- A.2.5 Summarize non-fictional text as a whole
- B.1.2 Make connections between texts.
- B.3.2 Distinguish between essential and nonessential information within or between texts
- B.3.3 Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of nonfictional text.

#### Appendix:

- |  |                                    |
|--|------------------------------------|
| A. PA Academic Standards for Reading, Writing, Speaking and Listening - Grade 11 | D. PSSA Reading Rubric             |
| B. PSSA Reading Assessment Anchors Checklists                                    | E. PSSA Assessment Anchor Glossary |
| C. PSSA Writing Rubrics  | F. ISTE Standards                  |

### Planned Course – Study Strategies

Course Content	Student Performance	Resources	Assessments
<p>A. Howard Gardner's Multiple Intelligences</p> <ol style="list-style-type: none"> <li>Identify the eight multiple intelligences of Howard Gardner</li> <li>How are you smart?</li> </ol>	<p>Students will ...</p> <ul style="list-style-type: none"> <li>Identify and describe eight major Multiple Intelligences by completing a "How are you smart?" intelligences examination (S.O.A.R., pp. 2 – 8).</li> </ul>	<ul style="list-style-type: none"> <li><u>S.O.A.R. Study Skills</u>, by Susan Woodcock Kruger, M.Ed. (pp. 2 – 8).</li> <li><u>S.O.A.R. Multi-media teacher's guide and materials</u></li> <li>Additional resource: (online Multiple-Intelligence inventory) <a href="http://www.edutopia.org/multipl-e-intelligences-schools-strategies">http://www.edutopia.org/multipl-e-intelligences-schools-strategies</a></li> </ul>	<ul style="list-style-type: none"> <li>"How are you smart?" intelligences examination</li> <li>Teacher observations</li> <li>Teacher-generated discussion questions.</li> <li>Classroom notes</li> </ul>
<p>B. Learning Styles</p> <ol style="list-style-type: none"> <li>Determine how knowledge is gained most effectively</li> <li>Understand strengths and weaknesses in learning and comprehension</li> <li>Recognize effective study sessions addressing multiple learning styles</li> </ol>	<p>Students will ...</p> <ul style="list-style-type: none"> <li>Evaluate strengths and weaknesses of each learning style by completing the Learning Style Survey ("Learning Style Survey" handout from Lesson 8)</li> <li>Understand students' own personal learning style after completion of a Learning Styles questionnaire ("Learning Styles: handout from Lesson 8)</li> <li>Design study sessions addressing multiple learning styles by addressing teacher generated questions (<u>Success4Students</u> Lesson 8 PowerPoint slides)</li> </ul>	<ul style="list-style-type: none"> <li><u>Success4Students</u> binder (Lesson 8) student notes handouts; PowerPoint Slides; "Learning Style Survey" handout</li> <li>Internet resources:</li> <li><a href="http://www.studyqs.net/">http://www.studyqs.net/</a></li> </ul>	<ul style="list-style-type: none"> <li>"Learning Style Survey" handout</li> <li>"Learning Styles" personal observation questionnaire</li> <li>Teacher-generated discussion questions.</li> <li>Classroom notes</li> </ul>
<p>C. Multiple Intelligence Theory Application</p> <ol style="list-style-type: none"> <li>Linking prior knowledge to real life applications</li> </ol>	<p>Students will ...</p> <ul style="list-style-type: none"> <li>Develop a knowledgeable understanding of <u>one</u> Multiple Intelligence by constructing a magazine project connecting prior knowledge to real life scenarios</li> <li>Demonstrate an understanding of the Multiple Intelligences by completing a Cooperative Learning Jigsaw activity</li> </ul>	<ul style="list-style-type: none"> <li><u>S.O.A.R. Study Skills</u>, by Susan Woodcock Kruger, M.Ed. (pp. 2 – 8).</li> <li><u>S.O.A.R. Multi-media teacher's guide and materials</u></li> </ul>	<ul style="list-style-type: none"> <li>Student Portfolio: <ul style="list-style-type: none"> <li>✓ Teacher generated Multiple Intelligences Magazine Rubric</li> </ul> </li> <li>Teacher-generated discussion questions</li> <li>Cooperative learning observations</li> <li>Group presentation evaluations/observations</li> <li>Classroom notes</li> </ul>

## Planned Course – Study Strategies

### Unit Four: CLASSROOM COMMUNICATION SKILLS

#### Essential Questions:

- How does effective communication add to my academic and personal success?
- How will I become a more effective communicator with others?

#### State Curriculum Standard(s):

- 1.1.11.A Locate various texts, media and traditional resources for assigned and independent projects before reading.
- 1.1.11.B Analyze the structure of informational materials explaining how authors used these to achieve their purposes.
- 1.1.11.D Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts.
- 1.1.11.G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
- 1.1.11.H Demonstrate fluency and comprehension in reading
- 1.2.11.A Read and understand essential content of informational texts and documents in all academic areas.
- 1.4.11.D Maintain a written record of activities, course work, experience, honors and interests.
- 1.6.11.A Listen to others
- 1.6.11.D Contribute to discussion
- 1.6.11.E Participate in small and large group discussions and presentations.

#### ISTE Standard(s):

- 2. Communication and Collaboration

#### PSSA Anchor(s):

- A.2.3 Make inferences and/or draw conclusions, cite evidence supporting generalizations based on text
- A.2.4 Identify and/or explain main ideas and relevant details
- A.2.5 Summarize non-fictional text as a whole
- A.2.6 Identify; and/or describe; and/or analyze genre of text
- B.1.2 Make connections between texts.
- B.3.2 Distinguish between essential and nonessential information within or between texts
- B.3.3 Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of nonfictional text.

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- F. ISTE Standards

## Planned Course – Study Strategies

Course Content	Student Performance	Resources	Assessments
<p>A. Interacting with Teachers</p> <ol style="list-style-type: none"> <li>Asking questions</li> <li>Benefits of one-on-one communication with teacher.</li> <li>Strategies for focusing during class.</li> </ol>	<p>Students will...</p> <ul style="list-style-type: none"> <li>Determine the best place to sit in the classroom by drawing a classroom diagram and discussing the “T” zone – the place where students are most likely to catch their teacher’s attention</li> <li>Learn appropriate timing and methods to question teachers effectively during classroom instruction</li> <li>Develop focusing strategies to boost classroom concentration.</li> </ul>	<ul style="list-style-type: none"> <li><u>S.O.A.R. Study Skills</u>, by Susan Woodcock Kruger, M.Ed. (pp. 62 - 66).</li> <li><u>S.O.A.R. Multi-media teacher’s guide and materials</u></li> <li>Internet resources:</li> <li><a href="http://www.studygs.net/">http://www.studygs.net/</a></li> </ul>	<ul style="list-style-type: none"> <li>“T” zone diagram</li> <li>Teacher observations</li> <li>Teacher-generated discussion questions.</li> <li>Classroom notes</li> </ul>
<p>B. Listening and Paraphrasing</p> <ol style="list-style-type: none"> <li>Appropriate listening skills</li> <li>Paraphrasing written and spoken ideas.</li> </ol>	<p>Students will...</p> <ul style="list-style-type: none"> <li>Develop skills for taking better notes with less writing by completing activities requiring the practice of paraphrasing and using symbols when note-taking.</li> <li>Develop listening comprehension skills by participating in a “Team Telephone” activity.</li> <li>Demonstrate ability to paraphrase by creating one-line newspaper headlines for short passages.</li> </ul>	<ul style="list-style-type: none"> <li><u>Success4Students</u> binder (Lesson 9) student notes handouts; PowerPoint Slides; “Using Your Student Planner” handout from Lesson 2.</li> <li>Internet Resources:</li> <li><a href="http://www.studygs.net/">http://www.studygs.net/</a></li> </ul>	<ul style="list-style-type: none"> <li>Successful completion of “Team Telephone” activity.</li> <li>Completed newspaper headlines.</li> <li>Teacher observations</li> <li>Teacher-generated discussion questions.</li> <li>Classroom notes</li> </ul>

## Planned Course – Study Strategies

### Unit Five: MEMORY STRATEGIES

#### Essential Questions:

- What are different ways people remember information?
- How will I identify and improve upon my abilities to memorize information?

#### State Curriculum Standard(s):

- |          |   |
|----------|---|
| 1.1.11.A | Locate various texts, media and traditional resources for assigned and independent projects before reading.                 |
| 1.1.11.G | Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents. |
| 1.1.11.H | Demonstrate fluency and comprehension in reading  |
| 1.2.11.A | Read and understand essential content of informational texts and documents in all academic areas.                           |
| 1.2.11.B | Use and understand a variety of media and evaluate the quality of material produced.  |
| 1.4.11.D | Maintain a written record of activities, course work, experience, honors and interests.                                     |
| 1.6.11.A | Listen to others  |
| 1.6.11.D | Contribute to discussion  |
| 1.6.11.E | Participate in small and large group discussions and presentations.   |
| 1.8.11.B | Locate information using appropriate sources and strategies.  |
| 1.8.11.C | Organize, summarize and present the main ideas from research.   |

#### ISTE Standard(s):

2. Communication and Collaboration

#### PSSA Anchor(s):

- |       |  |
|-------|--|
| A.2.1 | Identify and/or apply the meaning of vocabulary  |
| A.2.3 | Make inferences and/or draw conclusions, cite evidence supporting generalizations based on text  |
| A.2.4 | Identify and/or explain main ideas and relevant details  |
| A.2.5 | Summarize non-fictional text as a whole  |
| A.2.6 | Identify; and/or describe; and/or analyze genre of text  |
| B.1.1 | Interpret, compare, describe, analyze and/or evaluate components of fiction and literary nonfiction.   |
| B.1.2 | Make connections between texts.  |
| B.3.1 | Explain, interpret, describe, and/or analyze the characteristics and uses of facts and opinions to make a point or construct an argument in nonfictional text. |
| B.3.2 | Distinguish between essential and nonessential information within or between texts   |
| B.3.3 | Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of nonfictional text.                                     |

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## Planned Course – Study Strategies

Course Content	Student Performance	Resources	Assessments
<b>A. Ways People Remember</b> a. Learning styles b. Tap into emotions c. How to make things memorable	Students will... <ul style="list-style-type: none"> <li>Brainstorm ways they have remembered information, then discuss, investigate, and analyze various methods for tapping into learning styles, emotions, and for making information memorable.</li> </ul>	<ul style="list-style-type: none"> <li><u>Success4Students</u> binder (Lesson 11) student notes handouts; PowerPoint Slides.</li> <li><u>Internet Resources:</u></li> <li><a href="http://www.studygs.net/">http://www.studygs.net/</a></li> </ul>	<ul style="list-style-type: none"> <li>Student Portfolio</li> <li>Teacher observations</li> <li>Teacher-generated discussion questions.</li> <li>Classroom notes</li> </ul>
<b>B. Linking Strategies</b> a. Linking unrelated words b. Paraphrase short passages using linking strategies.	<ul style="list-style-type: none"> <li>Actively find associations between unrelated words by making connections and finding commonalities within word meanings or histories when completing the “Linking Practice” activity, the “Memogram” and “Hands Down Game” as well as the “Paraphrase and Linking Problems” handout.</li> <li>Practice paraphrasing information for various content areas.</li> </ul>	<ul style="list-style-type: none"> <li><u>Success4Students</u> binder (Lesson 11) student notes handouts; PowerPoint Slides.</li> <li>Internet Resources:</li> <li><a href="http://www.k-state.edu/counseling/topics/career/studystr.htm">http://www.k-state.edu/counseling/topics/career/studystr.htm</a></li> </ul>	<ul style="list-style-type: none"> <li>“Paraphrase and Linking Problems” handouts and exercises</li> <li>Student generated paraphrases</li> <li>Teacher observations during classroom games and activities</li> <li>Teacher-generated discussion questions.</li> <li>Classroom notes</li> </ul>
<b>C. Remembering Important Dates</b>	Students will... <ul style="list-style-type: none"> <li>Recall numbers by linking them to something familiar or to words that rhyme.</li> </ul>	<ul style="list-style-type: none"> <li><u>Success4Students</u> binder (Lesson 11) student notes handouts; PowerPoint Slides.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observations</li> <li>Teacher-generated discussion questions.</li> </ul>
<b>D. Mnemonic Devices</b>	Students will... <ul style="list-style-type: none"> <li>Apply mnemonic device strategies to information from current classes.</li> <li>Research various mnemonic devices using the Internet</li> </ul>	<ul style="list-style-type: none"> <li><u>Success4Students</u> binder (Lesson 11) student notes handouts; PowerPoint Slides.</li> <li>Student textbooks and classroom materials</li> <li>Websites: <a href="http://www.k-12.pa.state.edu/counseling/topics/career/studystr.htm">http://www.k-12.pa.state.edu/counseling/topics/career/studystr.htm</a></li> <li><a href="http://content.scholastic.com/browse/article.jsp?id=1600">http://content.scholastic.com/browse/article.jsp?id=1600</a></li> </ul>	<ul style="list-style-type: none"> <li>Application of memory strategies to current classroom information from other classes.</li> <li>Research results</li> <li>Teacher observations</li> <li>Teacher-generated discussion questions.</li> <li>Classroom notes</li> </ul>

## Planned Course – Study Strategies

Unit Six: NOTE TAKING STRATEGIES

### Essential Questions:

- How will being able to use various note-taking techniques help me successfully record information from different subject areas?
- How will I effectively use my notes when studying?

### State Curriculum Standard(s):

- 1.1.11.A Locate various texts, media and traditional resources for assigned and independent projects before reading.
- 1.1.11.G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
- 1.1.11.H Demonstrate fluency and comprehension in reading
- 1.2.11.A Read and understand essential content of informational texts and documents in all academic areas.
- 1.4.11.D Maintain a written record of activities, course work, experience, honors and interests.
- 1.6.11.A Listen to others
- 1.6.11.D Contribute to discussion
- 1.6.11.E Participate in small and large group discussions and presentations.

### ISTE Standard(s):

- 2. Communication and Collaboration

### PSSA Anchor(s):

- A.2.1 Identify and/or apply the meaning of vocabulary
- A.2.3 Make inferences and/or draw conclusions, cite evidence supporting generalizations based on text
- A.2.4 Identify and/or explain main ideas and relevant details
- A.2.5 Summarize non-fictional text as a whole
- A.2.6 Identify; and/or describe; and/or analyze genre of text
- B.1.1 Interpret, compare, describe, analyze and/or evaluate components of fiction and literary nonfiction.
- B.1.2 Make connections between texts.
- B.2.2 Identify, explain, interpret, describe and/or analyze the point of view of the narrator in fictional and nonfictional text
- B.3.1 Explain, interpret, describe, and/or analyze the characteristics and uses of facts and opinions to make a point or construct an argument in nonfictional text.
- B.3.2 Distinguish between essential and nonessential information within or between texts
- B.3.3 Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of nonfictional text.

### Appendix:

- A. PA Academic Standards for Reading, Writing, Speaking and Listening - Grade 11
- B. PSSA Reading Assessment Anchors Checklists
- C. PSSA Writing Rubrics
- D. PSSA Reading Rubric
- E. PSSA Assessment Anchor Glossary
- F. ISTE Standards

## Planned Course – Study Strategies

Course Content	Student Performance	Resources	Assessments
<p>A. Types of Notes</p> <ul style="list-style-type: none"> <li>a. Understand the purpose and importance of taking good notes.</li> <li>b. Grab notes</li> <li>c. Radiant notes</li> <li>d. Cornell Notes (enrichment)</li> <li>e. Q notes (enrichment)</li> </ul>	<p>Students will...</p> <ul style="list-style-type: none"> <li>• Reflect on current note-taking practices and brainstorm purposes for taking good notes.</li> <li>• Review “Notes on Taking Notes” information from SOAR book (pg. 85 – 87).</li> <li>• Learn the basics of good note taking identifying and applying previously learned paraphrasing techniques to teacher-provided paragraphs.</li> <li>• Apply the “GRAB” system for taking thorough, step-by-step notes by working with partners to complete simulated note-taking activities.</li> <li>• Apply the “Radiant” system and practice visualizing strategies to assist with note taking by depicting the information through various types of student-created graphic organizers.</li> <li>• Practice both note-taking methods using sample passages.</li> <li>• Enrichment: Introduce and practice the Cornell format of taking notes.</li> <li>• Enrichment: Introduce and practice the Q-Notes note taking method.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Success4Students</u> binder (Lesson 12) student notes handouts; PowerPoint Slides; sample passages, and comprehension and note taking quizzes.</li> <li>• <u>S.O.A.R. Study Skills</u>, by Susan Woodcock Kruger, M.Ed. (pp. 85 – 87).</li> <li>• <u>S.O.A.R.</u> Multi-media teacher’s guide and materials</li> <li>• Cornell Note-taking resources: <a href="http://www.greece.k12.ny.us/instruction/ela/6-12/Tools/cornellintro.pdf">http://www.greece.k12.ny.us/instruction/ela/6-12/Tools/cornellintro.pdf</a></li> <li>• Q Notes resources: <a href="http://www.greece.k12.ny.us/instruction/ela/6-12/Tools/q-notes.pdf">http://www.greece.k12.ny.us/instruction/ela/6-12/Tools/q-notes.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate notes from a current class, looking for all steps in the “GRAB” process.</li> <li>• Evaluate “Radiant” notes and associated student-generated graphic organizers.</li> <li>• Comprehension and note taking quizzes</li> <li>• Teacher observations</li> <li>• Teacher-generated discussion questions.</li> <li>• Classroom notes</li> </ul>



## Planned Course – Study Strategies

<p>B. How to Study Notes</p> <ul style="list-style-type: none"> <li>a. 4-step process</li> <li>b. Studying math notes</li> </ul>	<p>Students will...</p> <ul style="list-style-type: none"> <li>• Identify the four steps in the process of effectively studying notes (SOAR, p. 88).</li> <li>• Read, review, and discuss the necessary steps for studying math notes (SOAR, p. 89 – 91).</li> </ul>	<ul style="list-style-type: none"> <li>• <u>S.O.A.R. Study Skills</u>, by Susan Woodcock Kruger, M.Ed. (pp. 88).</li> <li>• <u>S.O.A.R.</u> Multi-media teacher's guide and materials</li> </ul>	<ul style="list-style-type: none"> <li>• Application of note taking processes with simulated activities and student course materials from other classes.</li> <li>• Teacher observations</li> <li>• Teacher-generated discussion questions.</li> <li>• Classroom notes</li> </ul>
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## Planned Course – Study Strategies

### Unit Seven: READING STRATEGIES

#### Essential Questions:

- How will I increase my reading speed?
- How will I become more successful in school by increasing my reading speed?
- How will I become a more fluent reader by asking questions before, during and after reading?

#### State Curriculum Standard(s):

- 1.1.11.A Locate various texts, media and traditional resources for assigned and independent projects before reading.
- 1.1.11.B Analyze the structure of informational materials explaining how authors used these to achieve their purposes.
- 1.1.11.D Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts.
- 1.1.11.F Understand the meaning of and apply key vocabulary across the various subject areas.
- 1.1.11.G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
- 1.1.11.H Demonstrate fluency and comprehension in reading
- 1.2.11.A Read and understand essential content of informational texts and documents in all academic areas.
- 1.2.11.B Use and understand a variety of media and evaluate the quality of material produced.
- 1.4.11.D Maintain a written record of activities, course work, experience, honors and interests.
- 1.6.11.A Listen to others
- 1.6.11.D Contribute to discussion
- 1.6.11.E Participate in small and large group discussions and presentations.
- 1.8.11.B Locate information using appropriate sources and strategies.
- 1.8.11.C Organize, summarize and present the main ideas from research.

#### ISTE Standard(s):

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

#### PSSA Anchor(s):

- A.2.1 Identify and/or apply the meaning of vocabulary
- A.2.3 Make inferences and/or draw conclusions, cite evidence supporting generalizations based on text
- A.2.4 Identify and/or explain main ideas and relevant details
- A.2.5 Summarize non-fictional text as a whole
- A.2.6 Identify; and/or describe; and/or analyze genre of text
- B.1.1 Interpret, compare, describe, analyze and/or evaluate components of fiction and literary nonfiction.
- B.1.2 Make connections between texts.

## **Planned Course – Study Strategies**

- B.2.2 Identify, explain, interpret, describe and/or analyze the point of view of the narrator in fictional and nonfictional text
- B.3.1 Explain, interpret, describe, and/or analyze the characteristics and uses of facts and opinions to make a point or construct an argument in nonfictional text.
- B.3.2 Distinguish between essential and nonessential information within or between texts
- B.3.3 Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of nonfictional text.

### Appendix:

- A. PA Academic Standards for Reading, Writing, Speaking and Listening - Grade 11
- B. PSSA Reading Assessment Anchors Checklists
- C. PSSA Writing Rubrics
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## Planned Course – Study Strategies

Course Content	Student Performance	Resources	Assessments
<p>A. Identify and apply key reading strategies that will provide a focus for reading as well as increase reading rate and fluency when reading academic literature.</p> <ol style="list-style-type: none"> <li>Previewing and predicting</li> <li>Using a guide when reading</li> <li>Questioning (before, during, and after).</li> </ol>	<p>Students will...</p> <ul style="list-style-type: none"> <li>Complete a previewing pre-assessment on following directions.</li> <li>Brainstorm various types of things they may be required to read during the semester.</li> <li>Explain how previewing and asking questions about what they are about to read (developing a purpose for reading) will save time and effort.</li> <li>Take a reading speed quiz on the following website: <a href="http://www.studygs.net/reading.htm">http://www.studygs.net/reading.htm</a> . Students will re-assess their reading speed periodically throughout the course.</li> <li>Have the necessary steps needed for effective previewing of texts modeled by the teacher and apply the steps after practicing with the activities from the SOAR resource book and when independently previewing various texts from other classes.</li> <li>Be able to explain how using a reading guide will help save time finding the beginning of the next line, and how that will increase reading speed.</li> <li>Be able to use a reading guide (finger, pencil, etc.) when reading various texts.</li> </ul>	<ul style="list-style-type: none"> <li><u>Success4Students</u> binder (Lesson 14) student notes handouts; PowerPoint Slides;</li> <li><u>S.O.A.R. Study Skills</u>, by Susan Woodcock Kruger, M.Ed. (pp. 67 – 70).</li> <li><u>S.O.A.R.</u> Multi-media teacher's guide and materials</li> <li>An alternative Previewing approach is found in the "THIEVES" materials from the International Reading Association's website <a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=112">http://www.readwritethink.org/lessons/lesson_view.asp?id=112</a> The lesson title is "Using THIEVES to preview nonfiction text."</li> <li>Additional Internet Resources:</li> <li><a href="http://www.studygs.net/">http://www.studygs.net/</a></li> </ul>	<ul style="list-style-type: none"> <li>"Following Directions" preassessment quiz</li> <li>Reading speed quiz results (several quizzes to be completed throughout the semester for comparison).</li> <li>Application of previewing and questioning during reading of classroom materials and student texts from other classes as demonstrated through the completion of printed previewing guides and teacher observation.</li> <li>Written student reviews of various textbook chapters from other classes after having been previewed by the student (before being read).</li> <li>Verbal or written explanation of how doing text previews might have saved students a lot of wasted time and effort.</li> <li>Teacher observations</li> <li>Teacher-generated discussion questions.</li> <li>Classroom notes</li> </ul>

## Planned Course – Study Strategies

### Unit Eight: STUDY STRATEGIES

#### Essential Questions:

- Why should I study?
- What does effective studying look like?
- How will I identify and improve upon my current study habits?

#### State Curriculum Standard(s):

- 1.1.11.A Locate various texts, media and traditional resources for assigned and independent projects before reading.
- 1.1.11.D Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts.
- 1.1.11.H Demonstrate fluency and comprehension in reading
- 1.2.11.A Read and understand essential content of informational texts and documents in all academic areas.
- 1.4.11.D Maintain a written record of activities, course work, experience, honors and interests.
- 1.6.11.A Listen to others
- 1.6.11.D Contribute to discussion
- 1.6.11.E Participate in small and large group discussions and presentations.

#### ISTE Standard(s):

- 2. Communication and Collaboration

#### PSSA Anchor(s):

- A.2.3 Make inferences and/or draw conclusions, cite evidence supporting generalizations based on text
- A.2.4 Identify and/or explain main ideas and relevant details
- A.2.5 Summarize non-fictional text as a whole
- A.2.6 Identify; and/or describe; and/or analyze genre of text
- B.1.1 Interpret, compare, describe, analyze and/or evaluate components of fiction and literary nonfiction.
- B.1.2 Make connections between texts.
- B.2.2 Identify, explain, interpret, describe and/or analyze the point of view of the narrator in fictional and nonfictional text
- B.3.1 Explain, interpret, describe, and/or analyze the characteristics and uses of facts and opinions to make a point or construct an argument in nonfictional text.
- B.3.2 Distinguish between essential and nonessential information within or between texts
- B.3.3 Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of nonfictional text.

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### Planned Course – Study Strategies

Course Content	Student Performance	Resources	Assessments
<p>A. Review</p> <ul style="list-style-type: none"> <li>a. It is a marathon</li> <li>b. Staggered strategies</li> <li>c. Asking questions is key</li> </ul>	<p>Students will ...</p> <ul style="list-style-type: none"> <li>• Understand studying as a marathon activity by recognizing key points in practice and execution</li> <li>• Discuss proper “training” strategies through large group discussion and PowerPoint slide presentation</li> <li>• Apply “Question and Answer” strategies by using the “Priming Your Brain” process (SOAR, p. 68 – 70).</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Success4Students</u> binder (Lesson 15) student notes handouts; PowerPoint Slides</li> <li>• <u>S.O.A.R. Study Skills</u>, by Susan Woodcock Kruger, M.Ed. (pp. 68 - 70).</li> <li>• <u>S.O.A.R. Multi-media teacher's</u> guide and materials</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-generated discussion questions</li> <li>• Cooperative learning observations</li> <li>• Group presentation evaluations/observations</li> <li>• “Priming Your Brain” group activity and handout</li> <li>• Teacher observations</li> <li>• Classroom notes</li> </ul>
<p>B. How to Study</p> <ul style="list-style-type: none"> <li>a. Why study?</li> <li>b. How do I study?</li> <li>c. Study practice</li> </ul>	<p>Students will...</p> <ul style="list-style-type: none"> <li>• Reflect on current study practices and brainstorm purposes for applying useful techniques by completing a one-page “benefits and consequences” reflection paper on how and why we study.</li> <li>• Apply the “Grouping Practice” Strategy for organizing commonalities in notes and course content.</li> <li>• Practice speed reading strategies by previewing text, demonstrating proper form and note taking</li> <li>• Demonstrate how several study skills can be used interchangeably by completing a “Telegraph and Group” activity</li> <li>• Practice study skills with breaks and frequent review by using notes from other classes, working in small groups and repetition</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Success4Students</u> binder (Lesson 15) student notes handouts; PowerPoint Slides</li> <li>• <u>Internet Resources:</u>  <a href="http://www.hutchcc.edu/faculty/murphy/testtaking.htm">http://www.hutchcc.edu/faculty/murphy/testtaking.htm</a></li> <li>• <a href="http://www.utexas.edu/student/utlc/learning_resources/">http://www.utexas.edu/student/utlc/learning_resources/</a> <ul style="list-style-type: none"> <li>• How to develop better concentration while studying</li> <li>• Concentration and your body</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• “Grouping Practice” handout and exercises</li> <li>• “Telegraph and Group” handout and step-by-step activity</li> <li>• Teacher-generated discussion questions</li> <li>• Cooperative learning observations</li> <li>• Group presentation evaluations/observations</li> <li>• Teacher observations</li> <li>• Classroom notes</li> </ul>

## Planned Course – Study Strategies

### Unit Nine: TEST-TAKING STRATEGIES

#### Essential Questions:

- What are the different types of strategies for analyzing and answering test questions that will be encountered during various types of assessments?
- How will overcoming test anxiety and decreasing stress improve my test scores?

#### State Curriculum Standard(s):

- |          |  |
|----------|--|
| 1.1.11.A | Locate various texts, media and traditional resources for assigned and independent projects before reading.  |
| 1.1.11.B | Analyze the structure of informational materials explaining how authors used these to achieve their purposes.  |
| 1.1.11.D | Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts.               |
| 1.1.11.E | Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference. |
| 1.1.11.F | Understand the meaning of and apply key vocabulary across the various subject areas.   |
| 1.1.11.G | Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.  |
| 1.1.11.H | Demonstrate fluency and comprehension in reading   |
| 1.2.11.A | Read and understand essential content of informational texts and documents in all academic areas.  |
| 1.2.11.B | Use and understand a variety of media and evaluate the quality of material produced.   |
| 1.4.11.B | Write complex informational pieces   |
| 1.4.11.D | Maintain a written record of activities, course work, experience, honors and interests.  |
| 1.5.11.A | Write with a sharp, distinct focus   |
| 1.5.11.B | Write using well-developed content appropriate for the topic.  |
| 1.5.11.C | Write with controlled and/or subtle organization.  |
| 1.5.11.D | Write with a command of the stylistic aspects of composition.  |
| 1.6.11.A | Listen to others   |
| 1.6.11.D | Contribute to discussion   |
| 1.6.11.E | Participate in small and large group discussions and presentations.  |
| 1.8.11.B | Locate information using appropriate sources and strategies.   |
| 1.8.11.C | Organize, summarize and present the main ideas from research.  |

#### ISTE Standard(s):

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

## Planned Course – Study Strategies

### PSSA Anchor(s):

- A.2.1 Identify and/or apply the meaning of vocabulary
- A.2.3 Make inferences and/or draw conclusions, cite evidence supporting generalizations based on text
- A.2.4 Identify and/or explain main ideas and relevant details
- A.2.5 Summarize non-fictional text as a whole
- A.2.6 Identify; and/or describe; and/or analyze genre of text
- B.1.1 Interpret, compare, describe, analyze and/or evaluate components of fiction and literary nonfiction.
- B.1.2 Make connections between texts.
- B.3.1 Explain, interpret, describe, and/or analyze the characteristics and uses of facts and opinions to make a point or construct an argument in nonfictional text.
- B.3.2 Distinguish between essential and nonessential information within or between texts
- B.3.3 Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of nonfictional text.

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- F. ISTE Standards



## Planned Course – Study Strategies

<p>A. Techniques for Effectively Planning for Review/Study Time for Tests</p>	<p>Students will...</p> <ul style="list-style-type: none"> <li>• Activate prior knowledge about types of tests by making a list of different kinds of test questions (open-ended, multiple choice, etc.) they encounter and will note which kind of question they like best/least and why.</li> <li>• Complete “The Test Test” (S.O.A.R., pp. 93-94). Discuss correct answers.</li> <li>• Read and discuss various general test-taking tips (S.O.A.R., pp. 99-100).</li> <li>• Identify and put into practice the following ten steps for effectively preparing for tests. <ul style="list-style-type: none"> <li>• Know when your next test occurs</li> <li>• What will be on the test and what is most important to know?</li> <li>• Find out the format of the test (kinds of questions)</li> <li>• Make a study checklist.</li> <li>• Study in groups.</li> <li>• Prepare a schedule / calendar for study sessions.</li> <li>• Study in a quiet environment.</li> <li>• Match your studying to the type of test you are taking.</li> <li>• Schedule breaks to keep your energy level high.</li> <li>• Know your teacher’s biases.</li> </ul> </li> <li>• Complete an individual study plan for an upcoming test or project.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Success4Students</u> binder (Lesson17) student notes handouts; PowerPoint Slides;</li> <li>• <u>S.O.A.R. Study Skills</u>, by Susan Woodcock Kruger, M.Ed. (pp. 92 – 100).</li> <li>• <u>S.O.A.R.</u> Multi-media teacher’s guide and materials</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation of student ability to apply various test-preparation strategies.</li> <li>• Individual student study plans</li> <li>• Teacher observations</li> <li>• Teacher-generated discussion questions.</li> <li>• Classroom notes</li> </ul>
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## Planned Course – Study Strategies

<p>B. Test-taking Strategies</p> <ol style="list-style-type: none"> <li>Objective tests</li> <li>Multiple-choice tests</li> <li>Matching</li> <li>Fill-in-the-blank</li> <li>Short answer</li> <li>True/ False</li> <li>Problem-Solving</li> <li>Essay (open-ended)</li> <li>QAR Strategy</li> </ol>	<p>Students will identify and apply following strategies for successfully completing the following types of tests...</p> <p><b><u>OBJECTIVE TESTS</u></b></p> <ul style="list-style-type: none"> <li>Read all instructions carefully and underline key words in the instructions.</li> <li>Budget time so there is enough time to cover each question. Check time every 10 minutes</li> <li>Answer questions you can complete easily first. Then use remaining time to answer harder questions.</li> <li>When stuck on a question, move on to the next one, then revisit the skipped question.</li> <li>Do not jump too quickly at apparent answers that seem easy.</li> <li>Incorporate positive statements to self during the test.</li> <li>Know when to get help from a teacher (if appropriate).</li> <li>Read test questions carefully and be aware of words that are extreme or too definitive (i.e. all, always, never, best...).</li> <li>Use various strategies for when students need to guess at an answer.</li> </ul> <p><b><u>MULTIPLE CHOICE</u></b></p> <ul style="list-style-type: none"> <li>Eliminate obvious wrong answers and pay attention to qualifying words (always, never...)</li> <li>Do not read too much into questions</li> </ul>	<ul style="list-style-type: none"> <li><u>Success4Students</u> binder (Lesson17) student notes handouts; PowerPoint Slides;</li> <li><u>S.O.A.R. Study Skills</u>, by Susan Woodcock Kruger, M.Ed. (pp. 92 – 100).</li> <li>Programs/ websites with student practice tests for standardized testing include: <ul style="list-style-type: none"> <li><a href="http://www.ineedapencil.com">www.ineedapencil.com</a></li> <li><a href="http://www.studyisland.com">www.studyisland.com</a></li> <li><a href="http://highschoolace.com/ace/ace.cfm">http://highschoolace.com/ace/ace.cfm</a></li> <li>Learning Express Library (from the High School Library website)</li> <li><a href="http://www.pde.state.pa.us">http://www.pde.state.pa.us</a></li> </ul> </li> <li><u>S.O.A.R.</u> Multi-media teacher's guide and materials</li> <li>Additional resources are available at the following websites: <ul style="list-style-type: none"> <li><a href="http://www.utexas.edu/student/utlc">www.utexas.edu/student/utlc</a></li> <li>How to keep calm during tests</li> <li>Self-talk for reducing anxiety</li> <li>Stress Test</li> <li>Bloom's Taxonomy and model questions/key words</li> <li>Essay Tests</li> <li>Objective Tests</li> <li>Problem Solving Tests</li> <li>Tips for test Taking</li> <li><a href="http://www.interventioncentral.org">www.interventioncentral.org</a></li> <li><a href="http://www.greece.k12.ny.us/instruction/ela/6-12/Tools/Qar.pdf">http://www.greece.k12.ny.us/instruction/ela/6-12/Tools/Qar.pdf</a></li> <li><a href="http://www.greece.k12.ny.u">http://www.greece.k12.ny.u</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Completion of standardized practice tests.</li> <li>Test questions developed by students for textbook sections or articles.</li> <li>Teacher observation of student ability to apply the test-taking strategies for each type of test question.</li> <li>Teacher observations</li> <li>Teacher-generated discussion questions.</li> <li>Classroom notes</li> </ul>
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## Planned Course – Study Strategies

	<ul style="list-style-type: none"> <li>• Read every answer</li> <li>• Look for clues (e.g., grammar, tenses).</li> <li>• Work backwards - - read the answers, then the question.</li> <li>• Choose the best alternative.</li> </ul> <p><b><u>MATCHING</u></b></p> <ul style="list-style-type: none"> <li>• Ask if you can use alternatives more than once.</li> <li>• Do not match if you are not sure</li> <li>• Take each entry in turn in the left column and try to think of the answer before reading the choices.</li> <li>• Choose the best answer and mark the answer sheet according to the directions</li> <li>• Narrow down the field by completing answers students know are correct.</li> <li>• Avoid changing answers.</li> </ul> <p><b><u>FILL-IN-THE-BLANK</u></b></p> <ul style="list-style-type: none"> <li>• Look for clues (e.g., grammar, tenses)</li> <li>• Use common sense</li> <li>• Choose the best word.</li> <li>• Read all answers when finished to make sure it sounds right.</li> </ul> <p><b><u>SHORT ANSWER</u></b></p> <ul style="list-style-type: none"> <li>• Pay attention to grammar</li> <li>• Answer within the context of the course.</li> <li>• Use terms the instructor used.</li> <li>• Answer by giving an example.</li> <li>• Beef up your answers if you have time.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://www.pbs.org/teachers/connect/resources/6052/prview/">s/instruction/ela/6-12/LRG/Thinking.pdf</a></li> <li>• PBS articles: <a href="http://www.pbs.org/teachers/connect/resources/6052/prview/">http://www.pbs.org/teachers/connect/resources/6052/prview/</a></li> </ul>	
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## Planned Course – Study Strategies

	<p><u>TRUE/ FALSE</u></p> <ul style="list-style-type: none"> <li>• Pay attention to qualifying words (e.g., always, never)</li> <li>• The answer is false if any part is false</li> <li>• Do not look for patterns</li> <li>• Guess if you do not know.</li> <li>• Stick with your first answer unless you are sure you are wrong.</li> </ul> <p><u>PROBLEM SOLVING</u></p> <ul style="list-style-type: none"> <li>• Read the question</li> <li>• Use a diagram to visualize the problem if necessary.</li> <li>• Re-read to highlight the important information</li> <li>• If there is a multiple option, estimate your answer.</li> <li>• Work backwards</li> <li>• Watch for careless errors.</li> </ul> <p><u>ESSAY (OPEN-ENDED)</u></p> <ul style="list-style-type: none"> <li>• Read all questions</li> <li>• Plan amount of time to be spent on each question</li> <li>• Answer all parts of the question</li> <li>• Answer the easiest questions first</li> <li>• Write neatly</li> <li>• Leave space between essays to put additional information in if necessary.</li> <li>• Pay attention to key words that give direction to how they should be answered.</li> </ul> <p>Students will...</p> <ul style="list-style-type: none"> <li>• Conduct an internet search of additional test-taking strategies they feel may be helpful to</li> </ul>		
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## Planned Course – Study Strategies

	<p>know.</p> <ul style="list-style-type: none"> <li>• Define key academic words commonly used in test questions and how they should be answered. <ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li> <li>• Criticize</li> <li>• Define</li> <li>• Describe</li> <li>• Diagram</li> <li>• Discuss</li> <li>• Evaluate</li> <li>• Explain</li> <li>• Illustrate</li> <li>• Interpret</li> <li>• List</li> <li>• Outline</li> </ul> </li> <li>• Apply all strategies learned to date by completing practice tests, which include all types of test questions reviewed to date.</li> <li>• Put themselves in the place of the test writers and develop different types of test questions for a section from a textbook or an article (QAR). Some articles may be found on the PBS website in the SAT Prep lessons.</li> </ul>		
<p>C. Minimizing Stress</p> <ol style="list-style-type: none"> <li>a. Define test anxiety</li> <li>b. Overcoming test anxiety</li> <li>c. Define negative and positive self-talk.</li> <li>d. Identify negative self-talk in their lives and turn it into positive self-talk.</li> </ol>	<ul style="list-style-type: none"> <li>• Complete a handout entitled “Heimlich Maneuver” which addresses test anxiety and how to overcome it. Participation in the class discussion about each strategy is expected.</li> <li>• Read the handouts “How to Keep Calm During Tests” and “Self Talk for Reducing Anxiety” from <a href="http://www.utexas.edu/student/utlc">http://www.utexas.edu/student/utlc</a></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Success4Students</u> binder (Lesson17) student notes handouts; PowerPoint Slides; “Heimlich Maneuver” handout.</li> <li>• “How to Keep Calm During Tests,” “Self Talk for Reducing Anxiety,” and “Self Talk for Reducing Anxiety Log” handouts are from the website, <a href="http://www.utexas.edu/student/utlc">http://www.utexas.edu/student/utlc</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of the “Self-Talk for Reducing Anxiety” log.</li> <li>• Reflection on information learned about self-talk from the guest speaker (guidance counselor) presentation.</li> <li>• Teacher observations</li> <li>• Teacher-generated discussion questions.</li> <li>• Classroom notes</li> </ul>

### Planned Course – Study Strategies

	<ul style="list-style-type: none"><li>• Turn negative self-talk into positive (productive) self-talk by keeping a “Self Talk for Reducing Anxiety” log for a week (from <a href="http://www.utexas.edu/student/utlc">http://www.utexas.edu/student/utlc</a> website).</li><li>• If a guidance counselor is available and willing to come into the classroom, they could discuss what they know about negative and positive self-talk and how it affects student achievement.</li></ul>	<ul style="list-style-type: none"><li>• Classroom Performance Systems (CPS) “clickers” could be used for student completion of the various self-assessments.</li></ul>	
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## Planned Course – Study Strategies

Unit Ten: COMMUNICATING THROUGH WRITING

### Essential Questions:

- How will I identify and improve upon my ability to communicate through writing?
- How will becoming a more effective communicator through writing contribute to my success?

### State Curriculum Standard(s):

- 1.1.11.D Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts.
- 1.1.11.G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
- 1.1.11.H Demonstrate fluency and comprehension in reading
- 1.2.11.A Read and understand essential content of informational texts and documents in all academic areas.
- 1.4.11.D Maintain a written record of activities, course work, experience, honors and interests.
- 1.5.11.A Write with a sharp, distinct focus
- 1.5.11.B Write using well-developed content appropriate for the topic.
- 1.5.11.C Write with controlled and/or subtle organization.
- 1.5.11.D Write with a command of the stylistic aspects of composition.
- 1.6.11.A Listen to others
- 1.6.11.D Contribute to discussion
- 1.6.11.E Participate in small and large group discussions and presentations.

### ISTE Standard(s):

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

### PSSA Anchor(s):

- A.2.1 Identify and/or apply the meaning of vocabulary
- A.2.4 Identify and/or explain main ideas and relevant details
- A.2.5 Summarize non-fictional text as a whole
- A.2.6 Identify; and/or describe; and/or analyze genre of text
- B.1.1 Interpret, compare, describe, analyze and/or evaluate components of fiction and literary nonfiction.
- B.1.2 Make connections between texts.
- B.3.1 Explain, interpret, describe, and/or analyze the characteristics and uses of facts and opinions to make a point or construct an argument in nonfictional text.
- B.3.2 Distinguish between essential and nonessential information within or between texts
- B.3.3 Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of nonfictional text.

## **Planned Course – Study Strategies**

### Appendix:

- A. PA Academic Standards for Reading, Writing, Speaking and Listening - Grade 11
- B. PSSA Reading Assessment Anchors Checklists
- C. PSSA Writing Rubrics
- D. PSSA Reading Rubric
- E. PSSA Assessment Anchor Glossary
- F. ISTE Standards



## Planned Course – Study Strategies

Course Content	Student Performance	Resources	Assessments
<p>A. Understanding Writing and Improving Writing Skills</p> <ol style="list-style-type: none"> <li>Journal entries</li> <li>Reading preferences</li> <li>Testing writing ability</li> </ol>	<p>Students will...</p> <ul style="list-style-type: none"> <li>Develop a deeper understanding and appreciation for communication through journal writing</li> <li>Develop writing skills using various techniques and strategies</li> <li>Reflect on “What is Involved in the Writing Process” by writing a one-page reflection free write</li> <li>Assess and recognize common problems in writing by evaluating the “Improving Your Personal Writing Style” handout</li> <li>Evaluate their own writing ability by completing the “Testing Your Writing Ability” self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li><u>Success4Students</u> binder (Lesson 18) student notes handouts; PowerPoint Slides;</li> <li><u>S.O.A.R. Study Skills</u>, by Susan Woodcock Kruger, M.Ed. (pp.71 – 73).</li> <li><u>S.O.A.R.</u> Multi-media teacher's guide and materials</li> </ul>	<ul style="list-style-type: none"> <li>Journal entry evaluations and oral presentation</li> <li>“What is Involved in the Writing Process” handout and reflection activity</li> <li>“Improving Your Personal Writing Style” handout and discussion questions</li> <li>Summative Assessment Quiz – “Testing Your Writing Ability” Self-Evaluation</li> <li>Teacher observations</li> <li>Teacher-generated discussion questions.</li> <li>Classroom notes</li> </ul>
<p>B. Communicating Through Writing Effectively</p> <ol style="list-style-type: none"> <li>Types of writing</li> <li>Writing preferences</li> <li>ABC's of Writing</li> </ol>	<p>Students will ...</p> <ul style="list-style-type: none"> <li>Effectively convey thoughts on paper in a logical and organized manner by writing persuasively and testing writing ability</li> <li>Differentiate between formal and informal writing style by rewriting a formal article in an informal manner and vice versa with the “Opposite Drill” handout. Examples of informal writing include: text messaging, e-mails, instant messaging, chat room communication, social networking etc. A comparison between electronic and paper communication will</li> </ul>	<ul style="list-style-type: none"> <li><u>Success4Students</u> binder (Lesson 18) student notes handouts; PowerPoint Slides;</li> <li><u>S.O.A.R. Study Skills</u>, by Susan Woodcock Kruger, M.Ed. (pp.71 – 73).</li> <li><u>S.O.A.R.</u> Multi-media teacher's guide and materials</li> </ul>	<ul style="list-style-type: none"> <li>“ABC's of Writing” handouts and overhead slides for note taking</li> <li>“Opposite Drill” practice session with handout</li> <li>“Communication Through Writing” cooperative learning activity</li> <li>Teacher-generated discussion questions</li> <li>Cooperative learning observations</li> <li>Teacher observations</li> <li>Classroom notes</li> </ul>

### Planned Course – Study Strategies

	<p>be made.</p> <ul style="list-style-type: none"><li>• Demonstrate a thorough understanding of effective writing strategies by completing the “Communication Through Writing” handout with a partner</li><li>• Know and understand the ABC’s of effective writing by evaluating PowerPoint Slides and taking effective notes</li></ul>		
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