

WARREN COUNTY SCHOOL DISTRICT
PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Communication and Study Skills

Course Number: _____

Course Prerequisites: Students with specific and significant academic needs who have been recommended by the Special Education Supervisor, principal, and/or guidance counselor.

Course Description: (Include “no final exam” or “final exam required”)

This curriculum is designed to help secondary students learn to define and achieve goals that are important to them. Students will develop organizational skills, a greater understanding of their own learning styles and a variety of learning strategies. Reinforcement and support will be provided to students to help them incorporate organization, study skills, test taking strategies and self-determination into all curricular areas. The result will be a measurable increase in self-sufficiency and, in all likelihood, a greater sense of purpose and satisfaction post graduation. This course will operate on a 4 year cycle, and each year will deliver different instructional content.

Suggested Grade Level: 9-12

Length of Course: One Semester Two Semesters X Other

Units of Credit: 0.25 credit for each 9-week period

*Students may earn up to one credit per year and a total of four credits.

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certification(s)

(Insert certificate title and CSPG#) _____

Certification verified by WCSD Human Resources Department:

 X Yes No

Board Approved Textbooks, Software, Materials:

Title: Study Skills Binders 1 & 2

Publisher: Saddleback Education Publishing

ISBN #: 9781599056609

Copyright Date: 2008

Date of WCSD Board Approval:

Board Approved Textbooks, Software, Materials:

Title: Steps to Self-Determination: A Curriculum to Help Adolescents Learn to Achieve Their Goals

Publisher: PRO-ED, Inc.

ISBN #: 9781416401575

Copyright Date: 2005

Date of WCSD Board Approval:

BOARD APPROVAL:

Date Written: _____ April 12, 2011 _____

Date Approved: _____

Implementation Year: _____ 2011-2012 _____

Suggested Supplemental Materials: (List or insert None)

- Daily agendas
- Highlighters
- Binders/folders

Course Standards

PA Standards for Career Education and Work

- 13.1 Career Awareness and Preparation
- 13.2 Career Acquisition
- 13.3 Career Retention and Advancement

PA Standards for Student Interpersonal Skills

- SIS.1 Develop self-awareness and self-management skills to achieve school and life successes
- SIS.3 Demonstrate decision-making skills and responsible behavior in individual, family school, and community contexts.

Common Core State Standards: College and Career Readiness Anchor Standards for Reading and Language: (List by Number and Description)

Key Ideas and Structure

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Integration of Knowledge and Ideas

- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Vocabulary Acquisition and Use

- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

WCSD Academic Standards: (List or None)

None

Industry or Other Standards: (List, Identify Source or None)

None

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP) or Gifted Individual Education Plan (GIEP).

SPECIFIC EDUCATIONAL OBJECTIVES/CORRESPONDING STANDARDS AND ELIGIBLE CONTENT WHERE APPLICABLE

(List Objectives, PA Standards #'s, Other Standards (see samples at end))

Academic Standards for Career Education and Work

PA Standard: 13.1 Career Awareness and Preparation

X – performance assessed during that semester

	Performance Indicators	1	2	Assessment
A.	13.1.11.A: Relate careers to individual interests, abilities, and aptitudes.			*See formative assessment list
B.	13.1.11.B: Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.			

PA Standard: 13.2 Career Acquisition (Getting a Job)

X – performance assessed during that semester

	Performance Indicators	1	2	Assessment
A.	13.2.11.E: Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: <ul style="list-style-type: none">• Commitment• Communication• Dependability• Personal initiative• Self-advocacy• Scheduling/time management			

PA Standard: 13.3 Career Retention and Advancement

X – performance assessed during that semester

	Performance Indicators	1	2	Assessment
A.	13.3.11.B: Evaluate team member roles to describe and illustrate active listening techniques <ul style="list-style-type: none">• Clarifying• Encouraging• Reflecting• Restating• Summarizing			
B.	13.3.11.E: Evaluate time management strategies and their application to both personal and work situations.			

Student Interpersonal Skills Standards

PA Standard: SIS.1: Develop self-awareness and self-management skills to achieve school and life successes.

X – performance assessed during that semester				
	Performance Indicators	1	2	Assessment
A.	SIS.1.B: Recognize personal qualities and external supports.			
B.	SIS.1.C: Demonstrate skills related to achieving personal, civic and academic goals.			

PA Standard: SIS.3: Demonstrate decision-making skills and responsible behavior in individual, family, school, and community contexts.

X – performance assessed during that semester				
	Performance Indicators	1	2	Assessment
A.	SIS.3.B: Apply decision-making skills to deal responsibly with daily academic and social situations.			

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Reading Standards for Informational Text 9–12

Key Ideas and Details

X – performance assessed during that semester				
	Performance Indicators	1	2	Assessment
A.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.			
B.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.			

Integration of Knowledge and Ideas

X – performance assessed during that semester				
	Performance Indicators	1	2	Assessment
A.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.			

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Language Standards 9–12

Vocabulary Acquisition and Use

X – performance assessed during that semester

	Performance Indicators	1	2	Assessment
A.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			

ASSESSMENTS

PSSA Assessment Anchors Addressed: The teacher must be knowledgeable of the PDE Assessment Anchors and/or Eligible Content and incorporate them into this planned instruction. Current assessment anchors can be found at pde@state.pa.us.

Suggested Formative Assessments: The teacher will develop and use standards-based assessments throughout the course based on various classroom assignments.

- Agenda
- Pre-assessments of prior knowledge (e.g. entrance cards or KWL chart)
- Discussions
- Teacher observation
- Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.)
- Summarizing
- Note-taking
- Authentic assessment
- Outlining
- Student presentations
- Open-ended written response
- Informal inventories
- Checklists

Summative Assessment:

- Portfolio

Portfolio Assessment: X Yes No

District-wide Final Examination Required: X Yes No

Exam will be administered in the form of a portfolio.

Course Challenge Assessment (Describe):

None needed

REQUIRED COURSE SEQUENCE AND TIMELINE

(Content must be tied to objectives)

Course Content	Timeframe
I. Introduction to Organization	2 weeks
a. Agenda (will be revisited daily)	
b. Personal system of organization	
II. Self-Advocacy	5 weeks
a. Identify students' individual needs	
b. Clearly express needs	
c. Increase student responsibility of using clear questions to promote understanding	
d. Goal setting (will be revisited each nine weeks)	
III. Learning Styles	2 weeks
IV. Study Skills	9 weeks
V. Non-Linguistic Representations	6 weeks
VI. Note-Taking	6 weeks
VII. Test-Taking Strategies	6 weeks

***Not all course content will be sequential. The course content will be implemented so that students receive instruction that correlates to student needs and classroom assignments.**

Objectives:

1. Use a daily planner, scheduler, or calendar to organize own activities and complete functional tasks (e.g., record important dates, record information as needed, record daily to-do lists, plan a daily schedule).
2. Identify components of a plan to complete class and work assignments.
3. Identify, prioritize and pace tasks (e.g., make a to-do list, list all tasks, determine deadlines for tasks, put most important tasks first, determine amount of time for each task, set a schedule for each task).
4. Use strategies to monitor own work so that assignment is completed according to expectations or required standards.
5. Use strategies to prepare for successful performance on tests.
6. Use strategies to perform successfully on tests.
7. Identify courses of action for solving a particular problem at school, in personal life, or at work.
8. Complete tasks needed to solve problems at school, in personal life, or at work.
9. Seek assistance when needed to solve problems at school, in personal life, or at work (e.g., emotional problems—seek help from school counselor, teacher or psychologist; problems with a subject area at school—seek help from tutor, teacher, or family member).
10. Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview interest inventory).
11. Assist in identifying alternatives and choices available to reach goals and objectives.

12. Assist in setting realistic annual goals and short-term objectives or benchmarks.
considering desired in school or post-school outcomes and present level of performance.
13. Apply self-advocacy and self-determination skills across all settings (e.g., prepare for the meeting by reviewing own progress and goals, participate in discussion, make wants and desires known to participants, make preferences known to participants, express disagreement, if appropriate).
14. Periodically monitor and evaluate own progress in a specific activity when carrying out plans related to personal goals.
15. Adapt plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach- reevaluate goal, determine more obtainable goal, adjust plan).

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WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination? X Yes No
2. Does this course issue a mark/grade for the report card? X Yes No
3. Does this course issue a Pass/Fail mark? X Yes No
4. Is the course mark/grade part of the GPA calculation? Yes X No
5. Is the course eligible for Honor Roll calculation? Yes X No
6. What is the academic weight of the course?
 X No weight/Non credit Standard weight
 Enhanced weight (Describe)