

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Communication and Study Skills I

Course Number: 02047

Course Prerequisites: Students within the special education program who have been recommended by the case manager or special education supervisor.

Course Description: This course is designed to prepare students for success in high school and/or postsecondary education. Course topics will include developing organizational skills; note-taking strategies; a greater understanding of 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.

Suggested Grade Level: Grades 9-12

Length of Course: One Semester

Units of Credit: .5

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:

CSPG 61 Special Education Pk-12

To find the CSPG information, go to [CSPG](#)

Certification verified by the WCSD Human Resources Department: Yes No

WCSD STUDENT DATA SYSTEM INFORMATION

Course Level: Academic

Mark Types: Check all that apply.

F – Final Average MP – Marking Period EXM – Final Exam

GPA Type: GPAEL-GPA Elementary GPAML-GPA for Middle Level NHS-National Honor Society

UGPA-Non-Weighted Grade Point Average GPA-Weighted Grade Point Average

State Course Code: 22003

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

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TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title: Study Skills 1 – Digital Download
Publisher: Saddleback Educational Publishing
ISBN #: 13:9781612476667
Copyright Date: 2013
WCSD Board Approval Date: 10/23/2023

Supplemental Materials: Agenda/Calendar system

Curriculum Document

WCSD Board Approval: 10/23/2023
Date Finalized: 10/10/2023
Date Approved: 11/6/2023
Implementation Year: 2023-2024

SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student’s Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS

Marking Period 1

Learning Skills Inventory:

- A Learning Skills Inventory
- Study Skills Vocabulary
- Time Management: Tracking Your Time
- Time Management: Planning Your Time
- Thinking About Learning Styles
- Know Your Instructor
- Setting Goals

Improving Memory:

- Improving Memory
- Two Ways to Improve Memory
- Mnemonics: Memory Boosters

Understanding Your Textbook:

- Textbooks: Special Features
- Textbooks: The First Few Pages
- Textbooks: Using the Table of Contents
- Textbooks: Using the Index
- Textbooks: Using Chapter Clues
- Textbooks: The Glossary
- Understanding Your Textbook: A Puzzle
- Skimming and Scanning
- More Skimming Practice
- Scanning Practice

Library Skills:

- The Library: Words to Know
- The Library: Fiction and Nonfiction
- The Library: The Dewy Decimal System
- The Library: Call Numbers
- The Library: Using the Card Catalog
- The Computerized Catalog
- The Library: Skills Review
- Reference: Information Resources
- Reference: Alphabetic Order
- More Alphabetizing Practice

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References:

- References: Dictionary Guide Words
- References: Dictionary Definitions
- References: A Dictionary Tells Parts of Speech
- References: More Dictionary Information

Dictionary Review:

- Dictionary Review
- Reference: The Encyclopedia
- Reference: The Thesaurus
- Reference: The Readers' Guide to Periodical Literature
- Reference: Almanacs
- Reference: Biographical Dictionaries
- Reference Review: A Scavenger Hunt
- Reference: The Bibliography

Following Directions:

- Following Written Directions
- Following Spoken Directions

Taking Notes:

- Taking Notes from Reading: Mapping
- Taking Notes from Reading: More Mapping Practice
- Taking Notes from Reading: Outlining
- Taking Notes from Reading: More Outlining Practice
- Streamlining Your Notes
- Taking Notes While Listening
- Active Listening
- More Hints for Active Listening
- Note Taking: Paraphrasing Information
- Note Taking: Recognizing Relevant and Irrelevant Information

Marking Period 2

Taking Notes:

- Taking Notes from Reading: Mapping
- Taking Notes from Reading: More Mapping Practice
- Taking Notes from Reading: Outlining
- Taking Notes from Reading: More Outlining Practice
- Streamlining Your Notes

- Taking Notes While Listening
- Active Listening
- More Hints for Active Listening
- Note Taking: Paraphrasing Information
- Note Taking: Recognizing Relevant and Irrelevant Information

Note Taking Review:

- Using Context to Clue Meaning
- Context Clues: Definitions
- Context Clues: Examples
- Context Clues: Comparison or Contrast
- Using Context to Clue Meaning: A Review
- A Matter of Context
- Unlocking Word Meaning: Prefixes Suffixes, and Roots
- Unlocking Word Meaning: Prefixes
- Unlocking Word Meaning: Suffixes
- Word Parts: Check Your Understanding
- Better Comprehension: Key Words and Ideas
- Improving Understanding: Recognizing Sequence

Test Preparation:

- Preparing for Tests
- The Terminology of Tests
- Test-Taking Tips
- Taking a True/False Test
- Taking a True/False Test: More Practice
- Taking a Multiple-Choice Test
- Taking a Multiple-Choice Test: More Practice
- Taking a Completion Test
- Taking a Completion Test: More Practice
- Taking a Matching Test
- Taking Objective Tests: A Review
- The Vocabulary of Essay Tests
- The Vocabulary of Essay Tests: More Practice
- Taking an Essay Test
- Taking and Essay Test: Further Hints
- Reviewing Your Test
- Three Steps to Solving Problems
- Problem – Solving Practice

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Graphics:

- Learning from Graphics: The Diagram
- Learning from Graphics: More Practice Using a Diagram
- Learning from Graphics: Using Tables
- Learning from Graphics: Previewing and Reading Tables
- Learning from Graphics: Using a Bar Graph
- Learning from Graphics: Using a Line Graph
- Learning from Graphics: Using a Circle Graph
- Learning from Graphics: Using a Picture Graph
- The Vocabulary of Maps
- Using a Map
- Two Types of Maps
- Using Graphic Aids: A Review

Standards/Eligible Content and Skills

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	LA.11-12.CC.1.5.11-12.C	MP 1
Demonstrate command of the conventions of standard English when speaking based on Grades 9-12 level and content.	LA.11-12.CC.1.5.9-12.G	MP 1
Inquire, think critically, and gain knowledge	AAAA.K-12.1	MP 1
Use prior and background knowledge as context for new learning	AAAA.K-12.1.1.2	MP 1
Find, evaluate, and select appropriate sources to answer questions	AAAA.K-12.1.1.4	MP 1
Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning	AAAA.K-12.1.1.6	MP 1
Demonstrate mastery of technology tools for accessing information and pursuing inquiry	AAAA.K-12.1.1.8	MP 2
Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts	AAAA.K-12.1.2.1	MP 1
Respect copyright/intellectual property rights of creators and producers	AAAA.K-12.1.3.1	MP 1
Follow ethical and legal guidelines in gathering and using information	AAAA.K-12.1.3.3	MP 2

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge	AAAA.K-12.2	MP 1
Organize knowledge so that it is useful	AAAA.K-12.2.1.2	MP 2
Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems	AAAA.K-12.2.1.5	MP 1
Use the writing process, media and visual literacy, and technology skills to create products that express new understandings	AAAA.K-12.2.1.6	MP 1
Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion	AAAA.K-12.2.2.3	MP 2
Demonstrate personal productivity by completing products to express learning	AAAA.K-12.2.2.4	MP 2
Connect understanding to the real world	AAAA.K-12.2.3.1	MP 1
Consider diverse and global perspectives in drawing conclusions	AAAA.K-12.2.3.2	MP 1
Determine how to act on information (accept, reject, modify)	AAAA.K-12.2.4.1	MP 1
Reflect on systematic process, and assess for completeness of investigation	AAAA.K-12.2.4.2	MP 2
Recognize that resources are created for a variety of purposes	AAAA.K-12.4.3.2	MP 1
Identify own areas of interest	AAAA.K-12.4.4.1	MP 1
Recognize how to focus efforts in personal learning	AAAA.K-12.4.4.3	MP 1
Use effective oral and written communication skills and listening skills	PERS.K-12.2.C.1	MP 1
Justify the selection of a career	WORK.11.13.1.11.E	MP 1
Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests	WORK.11.13.1.11.	MP 1

ASSESSMENTS

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PDE Academic Standards, Assessment Anchors, and Eligible Content: The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

Formative Assessments: The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

Effective formative assessments for this course include: observations and grade checks

Summative Assessments: The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

Effective summative assessments for this course include: Assignment completion