

BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

**COLUMBIA MIDDLE SCHOOL
SPECIAL SERVICES DEPARTMENT**

ACADEMIC STRATEGIES/SUPPORT 7-8

Curriculum Guide

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This curriculum may be modified through varying techniques,
strategies, and materials, as per an individual student's
Individualized Educational Plan (IEP).

Approved by the Berkeley Heights Board of Education
at the regular meeting held on 12/5/19.

VISION STATEMENT

The Support 7/8 course will assist students, on their own individual path to academic success. The focus of the course will include organizational, time management, active learning, and test taking skills, and reading comprehension and study strategies. Students will also learn essential self-advocacy skills. This course will provide an opportunity for students to learn to work more efficiently and independently, in order to prepare for high school.

MISSION STATEMENT

The Support 7/8 course includes the direct teaching, of a variety of learning strategies and their application to content area learning. In addition, self-awareness and self-advocacy will allow students to select future opportunities, to ensure success.

This course provides an opportunity for students to identify their own learning strengths and weaknesses, and to learn strategies that allow them to compensate for their weaknesses and draw on their strengths. In addition, these skills will be applied to everyday learning. Explicit, systematic instruction is needed, to assist in the development of good study and self-advocacy skills. Students who are taught effective strategies and monitored in their use of these strategies, will experience some success in both the study skills and core content classrooms and will be more motivated learners. They will be more aware, independent, and in control of their own learning. Successfully taught and implemented, study skills are lifelong strategies that our students can take with them throughout their educational career.

The Support 7/8 course creates an environment in which students:

1. Teach, reinforce, and continue to build study skills and learning strategies, including the areas of time management, organization, note taking, test-taking, critical-thinking, and reading skills.
2. Continue to develop an awareness of their learning strengths and weaknesses and gain an understanding of how they learn.
3. Receive monitoring on performance and progress, in all their classes.
4. Set academic goals.
5. Apply learning strategies to content areas.
6. Increase independence as a learner, in order to prepare for high school.

This course will promote the independence of students. Support 7/8 is a full year course, selected for the student through the IEP process. It integrates standards from the New Jersey Core Curriculum Content Standards for academic courses.

COURSE PROFICIENCIES

COURSE OBJECTIVES

The student will:

1. Transition successfully into the Columbia Middle School setting. (9.1/12B4)
2. Learn what learning disabilities are and how they impact aspects of school performance. (9.1/12B1,2,3)
3. Recognize the importance of effective learning strategies, for school success. (9.1/12B4)
4. Identify individual differences in learning styles and their impact on the learner. (9.1/12B2)
5. Connect the effect of study skills, in marking period report card grades (9.1/12B4)
6. Identify and describe problem areas of study. (9.1/12B2)
7. Recognize the importance of being an independent learner. (9.1/12B2,4)
8. Apply learning strategies and study skills across the curriculum content areas. (9.1/12B2)
9. Recognize a problem and brainstorm ways to solve the problem, individually or collaboratively. (9.1/8A1)
10. Develop strategies to reinforce positive attitudes and productive behaviors. (9.1/8A1)

STUDENT PROFICIENCIES

The student will be able to:

1. Demonstrate the ability to set long-range and short-term goals.
2. Utilize techniques for building reading comprehension, of both fiction and non-fiction materials.
3. Improve active listening skills.
4. Demonstrate an understanding of learning strategies.
5. Build a repertoire of techniques, to improve memory retention.
6. Employ test-taking strategies, for both objective and subjective tests.
7. Demonstrate knowledge of higher-level thinking skills.
8. Demonstrate using graphic organizers for learning.
9. Employ problem-solving techniques.
10. Apply learned strategies for note-taking.
11. Build a repertoire of active reading strategies and reading comprehension strategies.
12. Apply strategies for proofreading, editing, and revising written material.
13. Identify individual learning styles and apply to classroom learning.
14. Learn introductory self-advocacy skills, as well as seek appropriate assistance.
15. Transfer study skills behaviors and strategies, to his/her home learning environment.
16. Demonstrate use of current emerging technology.

METHODS OF EVALUATION

1. Observation of students' work habits.
2. Maintenance of daily planner.
3. Daily support class grade and feedback.
4. Notebook checks for organization and content.
5. Observation of students' application of strategies to daily tasks.
6. Marking period grades.

MODIFICATIONS & ACCOMMODATIONS

Modifications and Accommodations for Special Education students, students with 504s, English Language Learners and Gifted and Talented students may include but are not limited to the following:

Special Education

- Individualized Education Plans (IEPs)
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Use of the special education teacher to re-instruct in flexible small groups for the struggling learner
- Manipulatives
- Flipped Instruction
- Word banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Independent projects
- Contracts/behavior support plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes

- Functional learning incorporated into each lesson
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Gifted & Talented

- Provide one-to-one teacher support
- Curriculum Compacting
- Advanced problems to extend the critical thinking skills of the advanced learner
- Supplemental reading material for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Curriculum Compacting
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Manipulatives
- Tiered Lessons
- Flipped Instruction
- Multimedia Presentations
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Conclusions and analysis of exploratory activities
- Career based learning incorporated into each lesson
- Exploration Activities
- Student choice

ELLs

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Manipulatives
- Flipped Instruction
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction

- Written and spoken step-by-step directions
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

504s

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Manipulatives
- Words banks
- Reduced choice on assessments
- Preferential seating
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Modified homework
- Independent projects
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus

- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Students at Risk of Failure

- Exemplars of varied performance levels
- Multimedia presentations
- Tiered/Scaffolded Lessons
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Modified homework
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
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- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
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- Printed copies of class readings for application of Active Reading Strategies

**CRITERIA FOR SUPPORT ASSESSMENT/DAILY SUPPORT CLASS
GRADING RUBRIC**

NAME:	WEEK OF:
1. Being prepared for support class, with necessary materials and arriving on time.	
2. Using agenda and planning study time for tests and work time, for long-term projects.	
3. Using time efficiently and productively, during support class.	
4. Applying work and study skills strategies that have been taught.	
5. Organizing materials – notebooks, folders, papers, etc.	

DATE	SCORE	COMMENTS
Day #1		
Day #2		
Day #3		
Day #4		
Day #5		

Total Points _____ out of _____

SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVE

The student will be able to:

Standards	Course Outline/Student Objectives
<p>Standards: 9.2.8.B.2; 9.2.8.B.4</p> <p>21st Century: CRP1; CRP8</p> <p>Technology: 8.1.5.A.1</p>	<p>***Cross Curricular: Academic Strategies includes the direct teaching of a variety of learning strategies and their application to all content area learning.</p> <p>I. Identify Appropriate Support Systems (2 Weeks)</p> <p>A. Become familiar with and be able to access</p> <ol style="list-style-type: none"> 1. Guidance 2. Child Study Team (CST) 3. Media center 4. In-class support teachers 5. School Website/teacher Websites <p>B. Become familiar with the drop/add schedule</p> <ol style="list-style-type: none"> 1. His/her own schedule 2. Appropriate times to visit his/her own locker
<p>Standards: 9.2.8.B.2; 9.2.8.B.3</p> <p>21st Century: CRP1; CRP3; CRP4; CRP8; CRP9; CRP11; CRP12</p> <p>Technology: 8.1.5.A.1</p>	<p>II. Work Habit And Attitudes (10 Weeks)</p> <p>A. Demonstrate appropriate school behavior</p> <ol style="list-style-type: none"> 1. Bring required materials to class 2. Hand in homework assignments 3. Review assignments for errors 4. Review homework for errors 5. Complete assignments neatly and on time <p>B. Demonstrate good student behavior</p> <ol style="list-style-type: none"> 1. Attend school regularly 2. Take care of his/her own possessions 3. Bring required materials to school 4. Maintain organized notebooks (AM/PM notebooks, folders, etc.) 5. Seek assistance from teachers when needed 6. Accept consequences for his/her behavior <ol style="list-style-type: none"> a. persist with a task even when frustrated b. attempt new tasks similar to those proven difficult c. verbally express frustration appropriately <p>C. Organizational skills</p> <ol style="list-style-type: none"> 1. Keep and use an assignment pad effectively

	<p>II. Work Habit And Attitudes (continued)</p> <ol style="list-style-type: none"> 2. Break down long-term assignments into manageable parts 3. Manage time in order to complete assignments 4. Be aware of upcoming assignments 5. Organize notebooks and handouts for use in classroom 6. Checking teacher Websites <p>D. Assignments and tasks</p> <ol style="list-style-type: none"> 1. Group activities <ol style="list-style-type: none"> a. work cooperatively with a partner b. participate actively in group activities c. complete assigned tasks in a group d. initiate and carry out group projects 2. Independent study skills <ol style="list-style-type: none"> a. following verbal and written directions b. maintaining on task behavior c. completing assignments independently d. working for required amount of time e. recognize need for and seek appropriate assistance <p>E. Quality of work</p> <ol style="list-style-type: none"> 1. Work reflects neatness, editing, and accuracy 2. Proofread, edit, and revise written work 3. Follow teacher format, to organize and compose a 3-5 paragraph essay <p>F. Homework assignments</p> <ol style="list-style-type: none"> 1. Maintain an accurate assignment pad 2. Ask questions if assignments are not understood 3. Take appropriate books and materials home 4. Refer to teacher Websites 5. Turn in assignments on time 6. Apply study skills to homework and class work <p>G. Note taking skills</p> <ol style="list-style-type: none"> 1. Use a variety of note taking strategies 2. Use key words and phrases 3. Underline important terms 4. Identify/highlight main ideas 5. Identify main ideas and supporting details in a textbook
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<p>Standards: 9.2.8.B.2; 9.2.8.B.3, NJSLSA.W.5</p> <p>21st Century: CRP2; CRP3; CRP4; CRP5; CRP8; CRP11</p> <p>Technology: 8.1.5.A.1</p>	<p>III. Apply Study Skills In Content Areas (4 Weeks)</p> <p>A. Learn important vocabulary in content areas</p> <ol style="list-style-type: none"> 1. Use context clues 2. Synonyms and antonyms <p>B. Identify main ideas</p> <p>C. Compare and contrast</p> <p>D. Mnemonics and memory tricks</p> <p>E. Memorization and repetition strategies</p> <p>F. Utilize current emerging technology e.g., inspiration, Quizlet, Pages, Key Note, Evernote, Prezi</p> <p>G. Strategies for solving open-ended math problems</p> <p>H. Strategies to prepare for essay tests</p>
<p>Standards: 9.2.8.B.2; 9.2.8.B.3; NJSLSA.W.5</p> <p>21st Century: CRP1; CRP2; CRP4</p> <p>Technology: 8.1.5.A.1</p>	<p>IV. Test Taking Study Skills (11 Weeks)</p> <p>A. Apply previously learned strategies</p> <ol style="list-style-type: none"> 1. Mnemonic devices, RRCC 2. Use graphic organizers 3. Acquire knowledge through reading text 4. Verbally demonstrate knowledge 5. Demonstrate knowledge through written response 6. Prepare for tests in advance 7. Create study guide/study tools <p>B. Test taking strategies</p> <ol style="list-style-type: none"> 1. Essay questions <ol style="list-style-type: none"> a. use test time efficiently b. outline ideas before rewriting c. answer all parts of a question d. organize thoughts e. provide support and text evidence for essays f. proofread 2. Miscellaneous questions <ol style="list-style-type: none"> a. follow all directions b. read all choices c. look for key words d. eliminate obvious incorrect answers e. match easy pairs first f. check answers g. review completed, graded quizzes/tests h. file tests, quizzes, and notes for mid-year and final tests
<p>Standards: 2.1.12.E.4</p> <p>21st Century: CRP1; CRP3; CRP4; CRP8; CRP9</p>	<p>V. Self Advocacy Skills (2 Weeks)</p> <p>A. Understand what an IEP is</p> <p>B. Understand his/her personal list of accommodations</p> <p>C. Convey and communicate needed test accommodations to adults</p>

RESOURCES/ACTIVITIES GUIDE

Internet resources

iPad applications

Teacher-made materials

General education textbooks

Individual IEPs

Abbamont, G. W., and A. Brescher. *Study Smart*. (Reproducible worksheet activities)

Abbamont, G. W., and A. Brescher. *Test Smart*. (Reproducible worksheet activities)

Archer, Anita, and Mary Gleason. *Skills for School Success*.

Davis, Leslie, and Sandi Serowitz. *Study Strategies Made Easy*.

Ellis, Dave, and Peter Lenn. *Learning Power: Strategies for Student Success*.

Majors, Randall. *Is this Going to Be on the Test?*

Reiff, I. B. *Teaching Self-Advocacy Skills for Students with Learning Disabilities*.

Strichart & Mangrum. *Teaching Learning Strategies and Study Skills to Students with Learning Disabilities and ADD for Special Need Students*.

Strichart & Magnum. *Teaching Study Strategies to Students with Learning Disabilities*.

Wong, L. *Essential Study Skills*

SUGGESTED MATERIALS

Resources for Students

iPad Applications

Quizlet

Pages

Evernote

Key Note

Prezi

Adobe

Archer, Anita, and Mary Gleason. *Skills for School Success*. North Billerica, MA: Curriculum Associates, 2002.

Mitchell, Kim, and Randy Rider. *Developing Better Study Skills*. Grand Rapids, MI: Instructional Fair, 1999.

Pirie, Jennifer, and Alex Pirie. *Thirty Lessons in Note Taking*. North Billerica, MA: Curriculum Associates, 1990.

Sotoohi, Maureen Devine. *Six Steps to Better Research Reports*. North Billerica, MA: Curriculum Associates, 1998.

Resources for Teacher

Archer, Anita, and Mary Gleason. *Skills for School Success*. North Billerica, MA: Curriculum Associates, 2002.

Board of Education City of Chicago. *Insights, Reading As Thinking Study Skills*. Watertown, MA: Charlesbridge Publishing, 1987.

Greene, Lawrence, and Leigh Jones-Bamman. *Getting Smarter*. Upper Saddle River, NJ: Fearon Education.

Hoover, John J. *Using Study Skills and Learning Strategies in the Classroom*, 1990.

Hughes, Charles A., Kathy L. Ruhl, Donald D. Deshler, and Jean B. Schumacher. *The Assignment Completion Strategy*. Lawrence, KA: University of Kansas, Center for Research on Learning, 1995.

SUGGESTED MATERIALS (continued)

Lazzari, Andrea M., and Judy W. Wood. *125 Ways to be a Better Test Taker*. East Moline, IL: Linguisystems.

Mangrum, Charles T. *Learning to Study*. Blacklick, OH: Jamestown Publishers.

Mitchell, Kim, and Randy Rider. *Developing Better Study Skills*. Grand Rapids, MI: Instructional Fair, 1999.

Rozakis, Laurie, and David Cain. *Super Study Skills*. New York, NY: Scholastic, Inc., 2002.

Strichart and Mangrum. *Teaching Learning Strategies and Study Skills to Students with Learning Disabilities, Attention Deficit Disorders, or Special Needs*. 1st – 3rd ed. Boston, MA: Allyn and Bacon, 1993-2002.

Terry, Bonnie. *Study Skills*. Scottsdale, AZ: Remedia.

University of Kansas, Center for Research and Learning. *Learning Strategies Curriculum*. Lawrence, KA.