

New Course Scope and Sequence Template

Course Title: Study Skills Morse					
Curriculum Guide Description:					
Scope and Sequence					
Course Content: What will students be expected to know and do? Provide the core knowledge and skills (state standards and/or industry standards) that will be taught and assessed. Organize the content standards by unit, framing question(s), or project title in sequence from the beginning to the end of the course.	Required for Focused Elective Courses Additional Course Content	Student Activities What will students do to demonstrate their learning? What products and/or performances will students complete?	Assessment Tools What assessment criteria or tools will you, the teacher, use to measure student progress and achievement?	Special Education, ELL, & TAG Accommodations How will curriculum instruction and/or assessments be accommodated to meet the needs of each student? Select one unit and provide examples.	
Unit Topic or Framing Question(s) or Project Topic	Core Academic and Professional Knowledge & Skills	Career Related Learning Standards (CRLS)			
Unit 1 Teamwork Develop and use interpersonal skills that contribute to cooperation and teamwork in working toward common goals in family, school, community, and workplace settings.	Students will be able to describe and demonstrate skills for productive team work. <i>Skills:</i> listening, questioning, persuading, respecting, helping, sharing, participating, responsibility <i>Vocabulary:</i> negotiate, compromise, conflict, decision-making, goal setting, effective	Demonstrate effective teamwork in school, community, and workplace. CS.TW.01 Identify different types of teams and roles within each type of team; describe why each role is important to effective teamwork. Understand the issues related to diversity in school, community, and workplace settings. Demonstrate effective teamwork in school, community, and workplace. CS.TW.02 Demonstrate skills that improve team effectiveness (e.g., negotiation, compromise, consensus building, conflict management, shared decision-making and goal-setting).	There will be various team work activities students will have to preform in this unit and through out the year.	We will develop a rubric together to use for these activities to grade the process. There is a pre and post assessment.	These units are specifically designed for students with special ed.
Unit 2 Personal Management Develop competence in personal	This will cover a variety of topics: Cornell Notes, Multiple intelligences/Learning Styles	Exhibit appropriate work ethic and behaviors in school, community, and workplace. CS.PM.01 Identify tasks that need to be done and initiate action to complete the tasks. CS.PM.02 Plan, organize, and complete	Students will be able to keep and organized binder and planner. Students will be able to use these skills to	There is a pre and post tests for this unit. For Cornell Notes there is an AVID	These units are specifically designed for students with special ed.

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<p>management that contributes to fulfilling and balancing responsibilities of multiple life roles (i.e., individual, learner, producer, consumer, family member, citizen).</p>	<p>Strategies for learning styles, Planner and Synergy, Prioritize Priorities, Set Goals, Organization (space, time, binder), advocating skills, Reading strategies, Writing strategies, Test taking tips, Listening, Following Directions, Test Tips.</p>	<p>projects and assigned tasks on time, meeting agreed upon standards of quality. CS.PM.03 Take responsibility for decisions and actions and anticipate consequences of decisions and actions. CS.PM.04 Maintain regular attendance and be on time. CS.PM.05 Maintain appropriate interactions with colleagues.</p>	<p>improve their effort and quality of work to turn it in on time. Students will learn to make appointments and talk with teachers about grades and work.</p>	<p>revision check list and grading/rubric. Together students and I will develop rubrics to grade binders, planners, and goal achievements.</p>	
<p>Unit 3 Problem Solving Develop and use productive and socially responsible approaches for resolving problems in family, school, community, and workplace settings.</p>	<p>This will cover a variety of topics: Emotion recognition, calming techniques, problems solving techniques, mindfulness/breathing, exercise, diet/nutrition, sleep, stress relievers</p>	<p>Apply decision-making and problem-solving techniques in school, community, and workplace. CS.PS.01 Identify problems and locate information that may lead to solutions. CS.PS.02 Identify alternatives to solve problems. CS.PS.03 Assess the consequences of the alternatives. CS.PS.04 Select and explain a proposed solution and course of action. CS.PS.05 Develop a plan to implement the selected course of action. CS.PS.06 Assess results and take corrective action.</p>	<p>Students will be able to identify problems and various solutions. Students will be able to identify and use 3 calming/stress relievers. Students will be able to explain how proper exercise, nutrition, and sleep can help students be more focused and productive.</p>	<p>There is a pre and post tests for this unit.</p>	<p>These units are specifically designed for students with special ed.</p>
<p>Unit 4 Communication Select and use appropriate communication strategies in family, school, community, and workplace settings.</p>	<p>This unit will review some previous skills and go into more depth. This unit will cover the following topics: listening, taking notes from lecture, giving and receiving feedback, write instructions/directions, speaking skills, give instructions/directions</p>	<p>Demonstrate effective communication skills to give and receive information in school, community, and workplace. CS.HS.01 Locate, process, and convey information using traditional and technological tools. CS.HS.02 Listen attentively and summarize key elements of verbal and nonverbal communication. CS.HS.03 Give and receive feedback in a positive manner. CS.HS.04 Read technical/instructional materials for information and apply to specific tasks. CS.HS.05 Write instructions, technical reports, and business communications clearly and accurately. CS.HS.06 Speak clearly, accurately, and in a manner appropriate for the intended audience when giving oral instructions, technical reports, and business communications.</p>	<p>Students will be able to listen to lecture and take notes. Students will be able to give written and oral directions/instructions. Students will follow written and oral directions/instructions. Students will be able to give and receive feedback.</p>	<p>There is a pre and post tests for this unit. We will use the Cornell notes and feedback for them. Students and I will develop rubrics for giving and following written and oral directions/instructios.</p>	<p>These units are specifically designed for students with special ed.</p>

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<p>Unit 4</p> <p>Career Development Develop skills to assess personal characteristics, interests, abilities, and strengths.</p>	<p>This unit will cover the following topics: Career aptitude tests, research colleges for these careers, write resumes, complete job applications, participate in interviews.</p>	<p>Demonstrate career development skills in planning for post high school experiences. CS.CD.01 Assess personal characteristics related to educational and career goals. CS.CD.02 Research and analyze career and educational information. CS.CD.03 Develop and discuss a current plan designed to achieve personal, educational, and career goals. Develop skills in identifying, evaluating, and using a variety of resources for exploring personal, educational, and career choices. Demonstrate career development skills in planning for post high school experiences. CS.CD.04 Monitor and evaluate educational and career goals. CS.CD.05 Demonstrate job-seeking skills (e.g., writing resumes, completing applications, and participating in interviews).</p>	<p>Students will learn about careers that fit their interest and colleges with these programs. Students will write a resumes, college applications, and to do interviews.</p>	<p>There is a pre and post tests for this unit.</p>	<p>These units are specifically designed for students with special ed.</p>

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