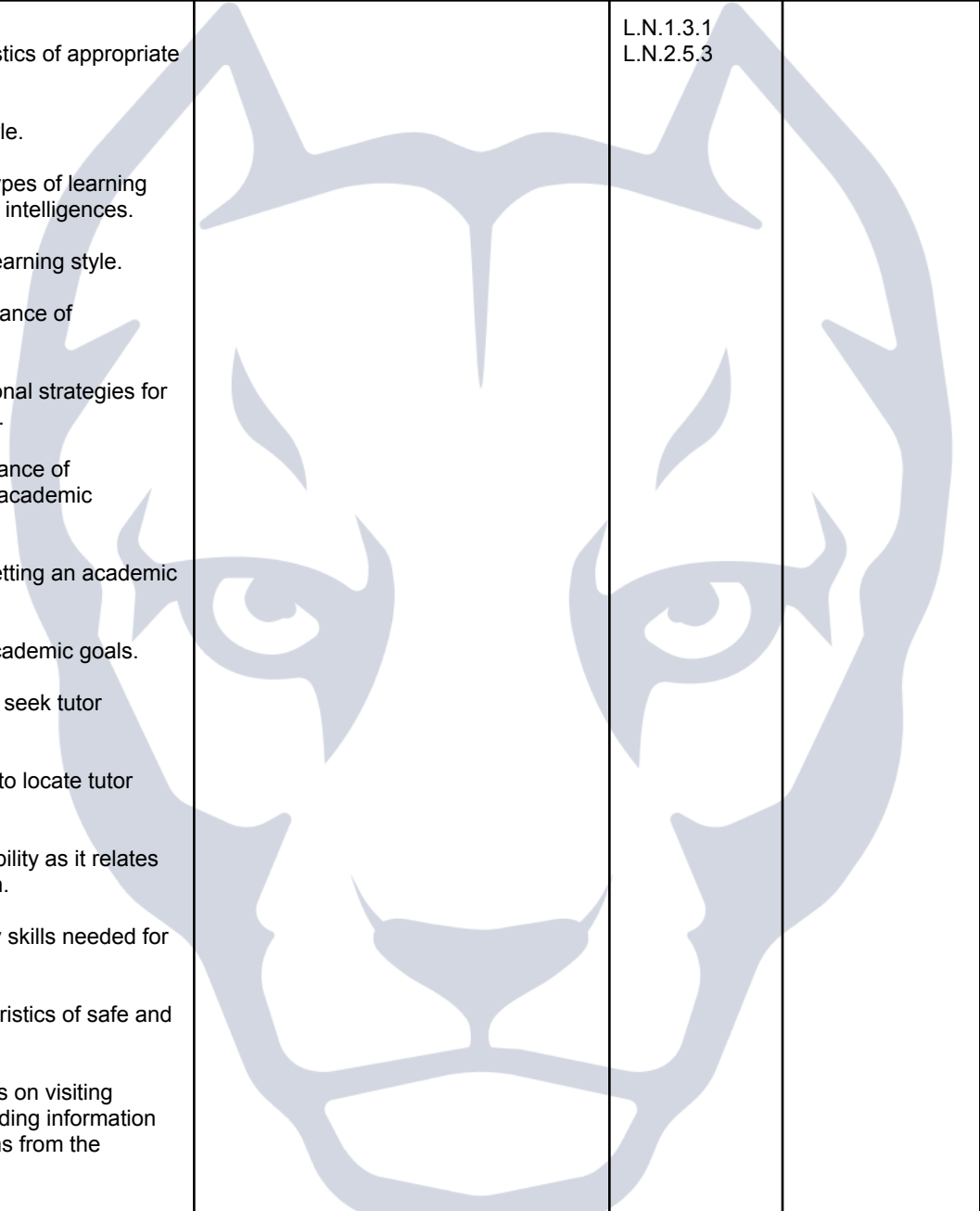


# IAA Curriculum

|                     |                           |              |   |
|---------------------|---------------------------|--------------|---|
| <b>Content Area</b> | Elective/Career Readiness | <b>Grade</b> | 9 |
| <b>Course Name</b>  | Academic Strategies       |              |   |

| <b>Unit</b>                     | Unit 1 - Taking Control of Your Learning Experience and Academic Success  |   |   |                                 |   |  |
|---------------------------------|---|---|---|---------------------------------|---|--|
| <b>Concepts</b>                 | Understanding Motivation<br>Study Habits<br>Learning Style<br>Academic Goals<br>Academic Integrity  |   |   |                                 |   |  |
| <b>Big Ideas</b>                | By understanding a student's learning style, they can take control of their learning experience and success.  |   |   |                                 |   |  |
| <b>Essential Understandings</b> | How are learning styles determined?<br>What strategies align with different learning styles?<br>How does a student set an academic goal?<br>What is academic integrity?   |   |   |                                 |   |  |
| <b>Competencies</b>             | Understanding motivation<br>Evaluating study habits<br>Understanding learning style<br>Taking proactive steps to succeed<br>Setting academic goals<br>When to seek a tutor<br>Preparing for online learning<br>Using the internet responsibly<br>Academic integrity on the internet |   |   |                                 |   |  |
| <b>Dates (estimates only)</b>   | <b>Smart Objectives</b>   | <b>Instructional Strategies and Activities</b>  | <b>PA CC Standards</b>  | <b>Keystone or PSSA Anchors</b> | <b>Keystone / PSSA Eligible Content</b> | <b>Vocabulary</b>  |
| <b>15-20 days</b>               | Compare different types of motivation.<br><br>Explain how motivation affects academics.<br><br>Define personal study habits.<br><br>Explore ways to create personal study routines.   | Guided notes<br>Student discussion<br>Journal entries<br>Small group<br>Open-ended response<br>Articles and questions | CC.1.2.9.A<br>CC.1.2.9.B<br>CC.1.2.9.F<br>CC.1.2.9.J<br>CC.1.2.9.K<br>CC.1.2.9.L<br>CC.1.3.9.I<br>CC.1.3.9.J<br>CC.1.3.9.X<br>L.N.1.2.3 |                                 |   | Motivation<br>Study Habits<br>Multiple Intelligences<br>Academic Success<br>Organizational Strategy<br>Tutor<br>Cheating |

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|  | <p>Identify characteristics of appropriate study space.</p> <p>Define learning style.</p> <p>Explore different types of learning styles and multiple intelligences.</p> <p>Identify personal learning style.</p> <p>Discuss the importance of attendance.</p> <p>Identify organizational strategies for academic success.</p> <p>Summarize importance of communication to academic success.</p> <p>Explain steps to setting an academic goal.</p> <p>Identify types of academic goals.</p> <p>Identify reasons to seek tutor assistance.</p> <p>Identify resources to locate tutor assistance.</p> <p>Describe responsibility as it relates to online education.</p> <p>Identify technology skills needed for online classes.</p> <p>Compare characteristics of safe and unsafe sites.</p> <p>Locate school rules on visiting websites, downloading information and using programs from the internet.</p> |  <p>L.N.1.3.1<br/>L.N.2.5.3</p> |  |  |  | <p>Academic Integrity</p> |
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|   | <p>Contrast global knowledge and personal ideas.</p> <p>Understand the concept of academic integrity.</p>                                   |  |  |  |  |  |
| <b>Resources</b>                          | Materials, texts, videos, internet sites, software, human to support instruction  |  |  |  |  |  |
| <b>Formative Assessments</b>              | Class participation, observation checklist, teacher observation, quizzes, exit tickets  |  |  |  |  |  |
| <b>Summative Assessments</b>              | Tests, various assessments of projects (individual, group, partner), rubrics performance tasks, teacher designed assessments                |  |  |  |  |  |
| <b>Strategies for ELL and IEP Support</b> | Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations. |  |  |  |  |  |
| <b>Acceleration Strategies</b>            | Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.     |  |  |  |  |  |

# IAA Curriculum

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| <b>Content Area</b> | Elective/Career Readiness | <b>Grade</b> | 9 |
| <b>Course Name</b>  | Academic Strategies       |              |   |

|                                 |  |   |   |                                 |   |  |
|---------------------------------|--|---|---|---------------------------------|---|--|
| <b>Unit</b>                     | Unit 2 - Reading Techniques and Note Taking  |   |   |                                 |   |  |
| <b>Concepts</b>                 | Prereading Strategies<br>Note Taking<br>Graphic Organizers   |   |   |                                 |   |  |
| <b>Big Ideas</b>                | Utilizing reading techniques and note taking strategies supports student success.  |   |   |                                 |   |  |
| <b>Essential Understandings</b> | What prereading strategies can be utilized?<br>How can difficult material be broken down into simpler concepts?<br>What role does outlining have in the note taking process?<br>What are the similarities and differences between graphic organizers?            |   |   |                                 |   |  |
| <b>Competencies</b>             | Prereading Strategies<br>Reading for Content<br>Reading Difficult Material<br>Increase Your Reading Speed<br>Note Taking 101<br>Notes From a Lecture<br>Notes from a Text<br>Compare and Contrast Graphic Organizers<br>Cause and Effect Graphic Organizers      |   |   |                                 |   |  |
| <b>Dates (estimates only)</b>   | <b>Smart Objectives</b>  | <b>Instructional Strategies and Activities</b>  | <b>PA CC Standards</b>  | <b>Keystone or PSSA Anchors</b> | <b>Keystone / PSSA Eligible Content</b> | <b>Vocabulary</b>  |
| <b>15-20 days</b>               | Students will be able to...<br><br>Define critical reading.<br><br>Explore prereading strategies for successful reading comprehension.<br><br>Describe strategies for reading subject content.<br><br>Examine strategies to complete a difficult reading passage | Guided notes<br>Student discussion<br>Journal entries<br>Small group<br>Open-ended response<br>Articles and questions | CC.1.2.9.A<br>CC.1.2.9.B<br>CC.1.2.9.F<br>CC.1.2.9.J<br>CC.1.2.9.K<br>CC.1.2.9.L<br>CC.1.3.9.I<br>CC.1.3.9.J<br>CC.1.3.9.X<br>L.N.1.2.3<br>L.N.1.3.1<br>L.N.2.5.3 |                                 |   | Prereading<br>Note taking<br>Outlining<br>Graphic Organizers |

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|   | <p>successfully.</p> <p>Assess reading speed.</p> <p>Examine reading techniques which increase speed of reading.</p> <p>Explain strategies for quality note taking.</p> <p>Identify key points to include and exclude in notes.</p> <p>Apply note taking skills to a lecture format.</p> <p>Practice outlining to take quality notes.</p> <p>Apply outlining techniques to notes from a text.</p> <p>Demonstrate use of cause and effect organizers.</p> <p>Describe purposes of cause and effect organizers.</p> <p>Identify types of cause and effect organizers.</p> |  |  |  |  |  |
| <b>Resources</b>                          | Materials, texts, videos, internet sites, software, human to support instruction  |  |  |  |  |  |
| <b>Formative Assessments</b>              | Class participation, observation checklist, teacher observation, quizzes, exit tickets  |  |  |  |  |  |
| <b>Summative Assessments</b>              | Tests, various assessments of projects (individual, group, partner), rubrics performance tasks, teacher designed assessments  |  |  |  |  |  |
| <b>Strategies for ELL and IEP Support</b> | Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.   |  |  |  |  |  |
| <b>Acceleration Strategies</b>            | Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.   |  |  |  |  |  |

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| <b>Course Name</b>  | Academic Strategies       |              |   |

| <b>Unit</b>                     | Unit 3 - Memorization Techniques   |  |  |                                 |   |  |
|---------------------------------|--|--|--|---------------------------------|---|--|
| <b>Concepts</b>                 | Repetition<br>Acronyms<br>Visualization  |  |  |                                 |   |  |
| <b>Big Ideas</b>                | Utilizing various memorization techniques can assist with remembering information.   |  |  |                                 |   |  |
| <b>Essential Understandings</b> | How can flashcards be used to help remember information?<br>How are acronyms used in remembering information?<br>Why are visualization and categorization important in remembering information?  |  |  |                                 |   |  |
| <b>Competencies</b>             | Remembering through repetition<br>Using acronyms<br>Rhyming and keywords<br>Visualization and Categorization   |  |  |                                 |   |  |
| <b>Dates (estimates only)</b>   | <b>Smart Objectives</b>  | <b>Instructional Strategies and Activities</b>   | <b>PA CC Standards</b>   | <b>Keystone or PSSA Anchors</b> | <b>Keystone / PSSA Eligible Content</b> | <b>Vocabulary</b>  |
| <b>15-20 days</b>               | <p>Students will be able to...</p> <p>Define repetition as a strategy for remembering information.</p> <p>Demonstrate the use of flashcards to memorize information.</p> <p>Describe the steps for using repetition.</p> <p>Demonstrate the use of acronyms to memorize information.</p> <p>Describe acronyms as a strategy for remembering information.</p> <p>Describe the steps for using</p> | <p>Guided notes</p> <p>Student discussion</p> <p>Journal entries</p> <p>Small group</p> <p>Open-ended response</p> <p>Articles and questions</p> | <p>CC.1.2.9.A</p> <p>CC.1.2.9.B</p> <p>CC.1.2.9.F</p> <p>CC.1.2.9.J</p> <p>CC.1.2.9.K</p> <p>CC.1.2.9.L</p> <p>CC.1.3.9.I</p> <p>CC.1.3.9.J</p> <p>CC.1.3.9.X</p> <p>L.N.1.2.3</p> <p>L.N.1.3.1</p> <p>L.N.2.5.3</p> |                                 |   | <p>Repetition</p> <p>Acronyms</p> <p>Memorization</p> <p>Visualization</p> <p>Categorization</p> |

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|   | <p>acronyms.</p> <p>Demonstrate the use of rhyming and using keywords to memorize information.</p> <p>Describe rhyming and using keywords as a strategy for remembering information.</p> <p>Demonstrate the use of visualization and categorizing to memorize information.</p> <p>Describe the steps for using visualization and categorization.</p> <p>Describe visualization and categorization as a strategy for remembering information.</p> |  |  |  |  |  |
| <b>Resources</b>                          | Materials, texts, videos, internet sites, software, human to support instruction   |  |  |  |  |  |
| <b>Formative Assessments</b>              | Class participation, observation checklist, teacher observation, quizzes, exit tickets   |  |  |  |  |  |
| <b>Summative Assessments</b>              | Tests, various assessments of projects (individual, group, partner), rubrics performance tasks, teacher designed assessments   |  |  |  |  |  |
| <b>Strategies for ELL and IEP Support</b> | Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.  |  |  |  |  |  |
| <b>Acceleration Strategies</b>            | Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.  |  |  |  |  |  |

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| <b>Unit</b>                     | Unit 4 - Steps to Test Preparation  |   |   |                                 |   |  |
|---------------------------------|---|---|---|---------------------------------|---|--|
| <b>Concepts</b>                 | Study Preparation<br>Efficient study techniques<br>Memorization techniques<br>Test Anxiety  |   |   |                                 |   |  |
| <b>Big Ideas</b>                | Actively and efficiently preparing for a test is an integral part of test success.  |   |   |                                 |   |  |
| <b>Essential Understandings</b> | What steps are involved in test preparation?<br>How can creating a study activity checklist aid in student success?<br>Why is practicing potential test questions and effective study technique?  |   |   |                                 |   |  |
| <b>Competencies</b>             | Determining what to study<br>Organizing notes<br>Compiling study materials<br>Applying memorization techniques  |   |   |                                 |   |  |
| <b>Dates (estimates only)</b>   | <b>Smart Objectives</b>   | <b>Instructional Strategies and Activities</b>  | <b>PA CC Standards</b>  | <b>Keystone or PSSA Anchors</b> | <b>Keystone / PSSA Eligible Content</b> | <b>Vocabulary</b>  |
| <b>15-20 days</b>               | Students will be able to...<br><br>Define and create a study activity checklist.<br><br>Explore study preparation strategies.<br><br>Create a graphic organizer to synthesize notes.<br><br>Describe procedures for organizing notes.<br><br>Identifying materials for efficient studying.<br><br>Practice creating potential questions | Guided notes<br>Student discussion<br>Journal entries<br>Small group<br>Open-ended response<br>Articles and questions | CC.1.2.9.A<br>CC.1.2.9.B<br>CC.1.2.9.F<br>CC.1.2.9.J<br>CC.1.2.9.K<br>CC.1.2.9.L<br>CC.1.3.9.I<br>CC.1.3.9.J<br>CC.1.3.9.X<br>L.N.1.2.3<br>L.N.1.3.1<br>L.N.2.5.3 |                                 |   | Study Preparation<br>Synthesize<br>Test Bank<br>Test Anxiety |



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|   | <p>for tests.</p> <p>Select from applicable memorization techniques to use in test preparation.</p> <p>Identify test preparation strategies and their importance on test day.</p> |  |  |  |  |  |
| <b>Resources</b>                          | Materials, texts, videos, internet sites, software, human to support instruction  |  |  |  |  |  |
| <b>Formative Assessments</b>              | Class participation, observation checklist, teacher observation, quizzes, exit tickets  |  |  |  |  |  |
| <b>Summative Assessments</b>              | Tests, various assessments of projects (individual, group, partner), rubrics performance tasks, teacher designed assessments  |  |  |  |  |  |
| <b>Strategies for ELL and IEP Support</b> | Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.                                       |  |  |  |  |  |
| <b>Acceleration Strategies</b>            | Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.   |  |  |  |  |  |

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| <b>Unit</b>                     | Unit 5 - Test Taking Strategies   |  |  |                                 |   |  |
|---------------------------------|---|--|--|---------------------------------|---|--|
| <b>Concepts</b>                 | Testing Tactics<br>Test Preparation<br>Types of Tests/Test Questions  |  |  |                                 |   |  |
| <b>Big Ideas</b>                | Understanding types of tests and test questions can lower test anxiety and better prepare a student for an assessment.  |  |  |                                 |   |  |
| <b>Essential Understandings</b> | What types of tests/test questions are there?<br>What are the best approaches to taking a test/answering a test question?<br>How should a student prepare for an essay test?  |  |  |                                 |   |  |
| <b>Competencies</b>             | Testing Tactics<br>Best Answer Tests<br>Response Tests<br>Open Book Tests<br>Preparing for Essay Tests<br>Answering Essay Questions   |  |  |                                 |   |  |
| <b>Dates (estimates only)</b>   | <b>Smart Objectives</b>   | <b>Instructional Strategies and Activities</b>   | <b>PA CC Standards</b>   | <b>Keystone or PSSA Anchors</b> | <b>Keystone / PSSA Eligible Content</b> | <b>Vocabulary</b>  |
| <b>15-20 days</b>               | <p>Students will be able to...</p> <p>Explore test taking strategies that apply to all types of tests.</p> <p>Apply best answer test taking strategies to correctly answer questions.</p> <p>Examine characteristics of best answer tests.</p> <p>Apply response test taking strategies to correctly answer questions.</p> <p>Examine characteristics of response</p> | <p>Guided notes</p> <p>Student discussion</p> <p>Journal entries</p> <p>Small group</p> <p>Open-ended response</p> <p>Articles and questions</p> | <p>CC.1.2.9.A</p> <p>CC.1.2.9.B</p> <p>CC.1.2.9.F</p> <p>CC.1.2.9.J</p> <p>CC.1.2.9.K</p> <p>CC.1.2.9.L</p> <p>CC.1.3.9.I</p> <p>CC.1.3.9.J</p> <p>CC.1.3.9.X</p> <p>L.N.1.2.3</p> <p>L.N.1.3.1</p> <p>L.N.2.5.3</p> |                                 |   | <p>Open Book</p> <p>Essay</p> <p>Best Answer</p> <p>Response</p> |

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|   | <p>type questions.</p> <p>Describe open book test taking strategies.</p> <p>Examine the characteristics of open book tests.</p> <p>Explore essay test pre-planning strategies.</p> <p>Explore strategies for successful essay writing.</p> |  |  |  |  |  |
| <b>Resources</b>                          | Materials, texts, videos, internet sites, software, human to support instruction   |  |  |  |  |  |
| <b>Formative Assessments</b>              | Class participation, observation checklist, teacher observation, quizzes, exit tickets   |  |  |  |  |  |
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|                                 |   |   |   |                                 |   |   |
|---------------------------------|---|---|---|---------------------------------|---|---|
| <b>Unit</b>                     | Unit 6 - Using References to Write Quality Papers   |   |   |                                 |   |   |
| <b>Concepts</b>                 | Reference Sources<br>Developing a Topic<br>Writing Papers<br>Giving Presentations<br>Using Rubrics  |   |   |                                 |   |   |
| <b>Big Ideas</b>                | Utilizing quality sources to write a well-thought out paper and deliver a presentation contributes to student success.  |   |   |                                 |   |   |
| <b>Essential Understandings</b> | How are reference sources delineated?<br>What type of sources exist to aid the writing process?<br>What is the importance of developing a topic prior to research?<br>What are the elements of an effective presentation?<br>How are rubrics utilized in writing and presentations? |   |   |                                 |   |   |
| <b>Competencies</b>             | Major types of reference sources<br>Using a dictionary<br>Using a thesaurus<br>Selecting sources<br>Developing your topic<br>Writing quality papers<br>Giving quality presentations<br>Using rubrics  |   |   |                                 |   |   |
| <b>Dates (estimates only)</b>   | <b>Smart Objectives</b>   | <b>Instructional Strategies and Activities</b>  | <b>PA CC Standards</b>  | <b>Keystone or PSSA Anchors</b> | <b>Keystone / PSSA Eligible Content</b> | <b>Vocabulary</b>   |
| <b>15-20 days</b>               | Students will be able to...<br><br>Explain the differences between reference source formats.<br><br>Identify the five major types of reference sources.<br><br>Discuss the purpose of a dictionary.   | Guided notes<br>Student discussion<br>Journal entries<br>Small group<br>Open-ended response<br>Articles and questions | CC.1.2.9.A<br>CC.1.2.9.B<br>CC.1.2.9.F<br>CC.1.2.9.J<br>CC.1.2.9.K<br>CC.1.2.9.L<br>CC.1.3.9.I<br>CC.1.3.9.J<br>CC.1.3.9.X<br>L.N.1.2.3 |                                 |   | Source<br>Dictionary<br>Thesaurus<br>Citation<br>Bibliography<br>Primary Source<br>Secondary Source |

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|                              | <p>Identify the types of information found on a page in the dictionary.</p> <p>Understand the purpose of a thesaurus.</p> <p>Utilize a thesaurus to increase the quality of written work.</p> <p>Create a bibliography citation.</p> <p>Define source.</p> <p>List characteristics of credible text and internet sources.</p> <p>Evaluate topic ideas for clarity and appropriateness,</p> <p>Initiate efficient research processes based on a chosen topic.</p> <p>Analyze sample paper for possible improvements.</p> <p>Describe writing elements of high quality papers.</p> <p>Describe elements of strong speaking skills.</p> <p>Describe ways to use visual aids in quality presentations.</p> <p>Define rubric.</p> <p>Explain importance of following rubrics.</p> |  | <p>L.N.1.3.1<br/>L.N.2.5.3</p> |  |  |  |
| <b>Resources</b>             | Materials, texts, videos, internet sites, software, human to support instruction   |  |                                |  |  |  |
| <b>Formative Assessments</b> | Class participation, observation checklist, teacher observation, quizzes, exit tickets   |  |                                |  |  |  |
| <b>Summative Assessments</b> | Tests, various assessments of projects (individual, group, partner), rubrics performance tasks, teacher designed assessments   |  |                                |  |  |  |

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| <b>Strategies for ELL and IEP Support</b> | Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations. |
| <b>Acceleration Strategies</b>            | Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.     |

