

School District of the City of St. Charles



9th Grade Academic Lab Curriculum

**Approved by the Board of Education
July 12, 2007**

School District of the City of St. Charles



9th Grade Academic Lab Curriculum

Administrative Chair:

Laurie Juergensen, St. Charles West High School
Marcella Pieper, St. Charles West High School

Committee Members:

Patricia Closson, St. Charles High School
Beth Eudy, St. Charles West High School
Kathleen Graham, St. Charles High School
Tari Hogue, St. Charles West High School
Gillian Jackson, St. Charles High School
Melissa Kohr, St. Charles West High School
Tom Patterson, St. Charles West High School
Barb Stanley-Bowlin, St. Charles West High School
Shirley Walters, St. Charles West High School

Table of Contents

1. Goals for Graduates	4
2. Rationale	5
3. Course Description.....	5
4. Scope and Sequence.....	6
5. Time Management	7
6. Parts of the Textbook.....	8
7. Memory.....	9
8. Test Taking	10
9. Listening Skills	11
10. Note Taking from Lecture	12
11. Writing.....	13
12. SQ3R.....	14

Appendix

13. Show Me Standards.....	A-1 – A5
14. A+ Objective.....	A-3

Goals for Graduates

Our students should be able to do the following after completion of the 9th grade Study Skills

Academic Lab course:

- Gather, analyze and apply information and ideas
- Recognize and solve problems
- Work collaboratively
- Envision a variety of solutions
- Formulate a plan to solve problems
- Set goals
- Presents ideas in a variety of ways
- Organize materials needed for learning
- Be able set long and short term goals
- Evaluate materials and choose wisely for appropriateness
- Self advocacy for their learning needs

Study Skills Academic Lab

Grade Level: 9

Course Rationale:

In order for our students to be prepared for not only high school coursework, but also higher level education and the workforce, they will need to have basic, essential skills to help them organize their way of learning. Study skills are learned abilities that one uses for the purpose of acquiring knowledge and competence. They are specific, observable behaviors that can be described and measured. They are processes that help students organize and direct the effort they invest in learning. When students learn a study skill, they are learning how to learn more effectively. They are also learning how to take charge of their own learning. Practicing specific study skills increases students' awareness of the values of these skills and helps them develop their meta-cognitive skills as learners. Thus, study skills need to be taught in a way that helps children to value their own learning style(s) as they develop their skills for learning. Such instruction, guided by an awareness for individual differences, will help students to develop study skills that are specifically useful to their own capacities and needs. With the vast amount of knowledge we have today, it will be very important for students to be able to know how to use different resources, organize, and prioritize their work. Students will better understand how to effectively approach independent work, research projects, studying, and test taking; thereby, allowing the student to more successfully demonstrate his/her mastery of learning in various educational settings. These skills can be easily applied to coursework and projects encountered in the college or workplace.

Course Description:

The content in the Study Skills course provides the foundation for the successful study and organizational habits for high school work and beyond. The ninth grade study skills curriculum focuses on developing effective study and test taking strategies that can be applied to school and project work encountered at the high school level or beyond. The curriculum includes practice and study of effective communication, note-taking, using library and resource materials, backwards planning including project and time organization, study skills, and test taking strategies. Through a variety of learning experiences and application of the study skills to their own course work, students will become confident in their approaches to learning, research and independent work, as well as successfully preparing for tests and exams without anxiety.

Study Skills Academic Lab
Scope and Sequence

Unit	1st & 3rd Quarters	2nd & 4th Quarters
Time Management	X	
Parts of the Textbook	X	
Memory	X	
Test Taking	X	
Listening		X
Note Taking		X
Writing		X

Name of Curricular Area: Academic Lab

Grade Level: 9

Unit: Time Management

Multi-Cultural	Character Ed.	Gender Equity	Disability	Interdisciplinary
				X

Desired Results

Content Standards: CA1, CA4, CA5

Process Standards: 1.1, 1.5, 1.8, 2.4, 3.2, 3.3, 4.1, 4.5

High School A + Objectives: 1.1, 2.1,3.1

Enduring Understandings:
Learning to manage time is a process that will allow success in any area of life.

Essential Questions:
How does the practice of time management affect a student's academic progress?

Assessment Evidence

Performance Tasks:
Students will create and use a monthly calendar and a weekly calendar as they set goals for themselves.

Other Evidence:
Using quizzes and worksheets to assess information the students have retained.

Students will know:
How to plan and organize goal related activities on a semester and weekly schedule.

Students will be able to do:
Establish the number of hours in a week, deduct the number of hours for school, sleeping and eating and use the number remaining to set goals for themselves.

Learning Plan

Learning Activities:
Choose a calendar style that suits your needs.
Gather a list of school activities for the current semester, and get a syllabus from each teacher.
Put all major dates on the calendar so they are all in one place.

Name of Curricular Area: Academic Lab

Grade Level: 9

Unit: Parts of a Textbook

Multi-Cultural	Character Ed.	Gender Equity	Disability	Interdisciplinary
				X

Desired Results

Content Standards: CA1, CA4, CA5

Process Standards: 1.1, 1.5, 1.8, 2.4, 3.2, 3.3, 4.1, 4.5

High School A + Objectives: 1.1, 2.1,3.1

Enduring Understandings:
Knowing where to look for information helps a student use time effectively.

Essential Questions:
Do we need to know all the elements of textbook organization to become a successful reader?

Assessment Evidence

Performance Tasks:
Students will identify the five parts of the textbook.

Other Evidence:
Students will be able to use portions of each section to find information needed for an assignment

Students will know:
How to identify the Title page, Preface/Introduction, Table of Contents, Glossary and Index and identify essential information in each section.

Students will be able to do:
Identify copyright date of a book
Identify the author
Identify the publisher
Find the preface
Establish the usefulness of a copyright date in relationship to research needs.

Learning Plan

Learning Activities:
Students will be shown examples of a title page and asked to identify the information pointed out.
Students will be given a sample research topic and asked to identify the most useful book given information on the title page.
Students will be asked to analyze one of their textbooks in relation to the five main parts of a text. 8

Name of Curricular Area: Academic Lab

Grade Level: 9

Unit: Memory

Multi-Cultural	Character Ed.	Gender Equity	Disability	Interdisciplinary
				X

Desired Results

Content Standards: CA1, CA4, CA5

Process Standards: 1.1, 1.5, 1.8, 2.4, 3.2, 3.3, 4.1, 4.5

High School A + Objectives: 1.1, 2.1,3.1

Enduring Understandings:
Repetition increases memory function.

Essential Questions:
If I forget little things everyday, how do I help myself remember the important things in many classes?

Assessment Evidence

Performance Tasks:
Students will use past experience with memory techniques to build skills.
Students will learn new memory techniques to enhance learning.

Other Evidence:
Determining guidelines for what you need to know and remember

Students will know:
How to use the following techniques in increasing memory: repetition, visualization, association, application, and mnemonics

Students will be able to do:
Apply each of the five techniques in everyday life.

Learning Plan

Learning Activities:
Use interactive games to increase memory skills.
Practice techniques by using repetition from the board and on paper.
Visualize, discuss, draw exercise to test memory skills and ability to take direction
Students will develop their own mnemonic devices for a class assignment.

Name of Curricular Area: Academic Lab

Grade Level: 9

Unit: Test Taking Skills

Multi-Cultural	Character Ed.	Gender Equity	Disability	Interdisciplinary
				X

Desired Results

Content Standards: CA1, CA4, CA5

Process Standards: 1.1, 1.5, 1.8, 2.4, 3.2, 3.3, 4.1, 4.5

High School A + Objectives: 1.1, 2.1,3.1

Enduring Understandings:
Developing learning strategies for students will result in better test taking skills.

Essential Questions:
How do we reach every student's learning style individually to help them academic achieve success?

Assessment Evidence

Performance Tasks:
Students will read and evaluate sample tests looking at wording and looking for clues in answering test questions.
Students will work on test taking skills.

Other Evidence:
Students will create multiple choice tests
Students will evaluate their learning styles

Students will know:
How to assess their strengths and weaknesses in testing situations
How to identify test-taking strategies before taking a test
How to read questions for clues to the answers

Students will be able to do:
Control anxiety in testing situations
Review a returned test for additional learning
Look at true/false, multiple choice and matching questions and identify clues to the correct choice
Identify clue words in essay questions

Learning Plan

Learning Activities:
Students will work in groups to evaluate tests.
Students will work independently evaluating their own tests.
Students will practice choosing key words.
Students will develop a strategy for alleviating test anxiety

Name of Curricular Area: Academic Lab

Grade Level: 9

Unit: Listening Skills

Grade Level: 9

Multi-Cultural	Character Ed.	Gender Equity	Disability	Interdisciplinary
				X

Desired Results

Content Standards: CA1, CA4, CA5

Process Standards: 1.1, 1.5, 1.8, 2.4, 3.2, 3.3, 4.1, 4.5

High School A + Objectives: 1.1, 2.1,3.1

Enduring Understandings:
Listening requires thinking

Essential Questions:
What is the difference between hearing and listening?

Assessment Evidence

Performance Tasks:
Students will assess their listening skills
Students will identify steps for better listening
Students will develop their own listening activities

Other Evidence:
Students will be assessing their listening skills in their other classes and sharing information with other students.

Students will know:
How listening skills affect their academic and professional life.

Students will be able to do:
Assess their ability to listen and understand
Formulate a plan that works for them when listening and comprehending
Formulate a plan to ensure completion of directions given

Learning Plan

Learning Activities:
Play the old game "telephone" and discuss what the students learned about detail and listening
Listen and Repeat exercise
Practice listening and responding with information
Develop a list of listening activities students can do on their own

Name of Curricular Area: Academic Lab

Grade Level: 9

Unit: Note taking from Lecture

Multi-Cultural	Character Ed.	Gender Equity	Disability	Interdisciplinary
				X

Desired Results

Content Standards: CA1, CA4, CA5

Process Standards: 1.1, 1.5, 1.8, 2.4, 3.2, 3.3, 4.1, 4.5

High School A + Objectives: 1.1, 2.1,3.1

Enduring Understandings:
If you can make a list, you can take notes.

Essential Questions:
How do I know what information to write down when a teacher is lecturing?

Assessment Evidence

Performance Tasks:
Students will use current materials gathered from their classes to take notes.
Students will listen to practice lectures and take notes and then evaluate.

Other Evidence:
Use of the Cornell Note Taking Process

Students will know:
The three main stages of note taking and when to apply them.
The clue words during the note taking stage
How to identify the main idea of a lecture/story
How to adjust to different teaching styles

Students will be able to do:
Reinforce and tie in the class material with text and outside information.
Provide organized and additional information for tests and papers.
Stay focused and become an active listener
Provide a record of class materials for a particular chapter.

Learning Plan

Learning Activities:
Write and design abbreviations and symbols for words.
Using worksheet materials, students will demonstrate knowledge of the different note taking strategies.
Students will work in peer groups to practice note taking skills.

Name of Curricular Area: Academic Lab

Grade Level: 9

Unit: The Writing Process

Multi-Cultural	Character Ed.	Gender Equity	Disability	Interdisciplinary
				X

Desired Results

Content Standards: CA1, CA4, CA5

Process Standards: 1.1, 1.5, 1.8, 2.4, 3.2, 3.3, 4.1, 4.5

High School A + Objectives: 1.1, 2.1,3.1

Enduring Understandings:
We are not born writers. We have to learn step by step.

Essential Questions:
How do I know when I have written enough?
How do I choose a style?

Assessment Evidence

Performance Tasks:
Students will learn about the planning steps of writing and be able to apply the knowledge in all of their classes and in life.

Other Evidence:
Students will use the process in the academic lab when working on their own assignments.

Students will know:
The pre-writing/planning process
How to write a rough draft
How to revise a rough draft
How to proofread

Students will be able to do:
Define a purpose
Take notes and annotate for information retrieval
Sort ideas and put in order
Make an outline
Write a rough draft
Proofread a rough draft and look for specific items
Revise a rough draft

Learning Plan

Learning Activities:
Written scenarios which ask students to formulate a plan.
Students will use webbing.
Students will submit outlines and rough drafts.
Students will use a proofreading checklist to revise the rough draft.
Students will use a current assignment and go through the writing process.

Name of Curricular Area: Academic Lab

Grade Level: 9

Unit: SQ3R

Multi-Cultural	Character Ed.	Gender Equity	Disability	Interdisciplinary
		X		X

Desired Results

Content Standards: CA1, CA4, CA5

Process Standards: 1.1, 1.5, 1.8, 2.4, 3.2, 3.3, 4.1, 4.5

High School A + Objectives: 1.1, 2.1,3.1

Enduring Understandings:
Information must be previewed and reviewed for optimal understanding.

Essential Questions:
When looking at information in the book, how do I know what to write down for note taking?

Assessment Evidence

Performance Tasks:
Students will self-test reading habits
Students will use the SQ3R strategies in their class work

Other Evidence:
Using the techniques during own study time.

Students will know:
What SQ3R means and how it will help them understand material
Student will understand what it means to preview material
What material to record when taking notes

Students will be able to do:
Preview material for basic understanding

Learning Plan

Learning Activities:
Using a textbook the teacher provides the students will practice answering survey questions in the preview.
Students will practice writing questioning techniques.
Students will practice taking notes using a T chart.

Appendix

Show Me Standards – Performance Standards

GOAL 1: Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to

1. Develop questions and ideas to initiate and refine research
2. Conduct research to answer questions and evaluate information and ideas
3. Design and conduct field and laboratory investigations to study nature and society
4. Use technological tools and other resources to locate, select and organize information
5. Comprehend and evaluate written, visual and oral presentations and works
6. Discover and evaluate patterns and relationships in information, ideas and structures
7. Evaluate the accuracy of information and the reliability of its sources
8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies
10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

GOAL 2: Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to

1. Plan and make written, oral and visual presentations for a variety of purposes and audiences
2. Review and revise communications to improve accuracy and clarity
3. Exchange information, questions and ideas while recognizing the perspectives of others
4. Present perceptions and ideas regarding works of the arts, humanities and sciences
5. Perform or produce works in the fine and practical arts
6. Apply communication techniques to the job search and to the workplace
7. Use technological tools to exchange information and ideas

GOAL 3: Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to

1. Identify problems and define their scope and elements
2. Develop and apply strategies based on ways others have prevented or solved problems
3. Develop and apply strategies based on one's own experience in preventing or solving problems
4. Evaluate the processes used in recognizing and solving problems
5. Reason inductively from a set of specific facts and deductively from general premises
6. Examine problems and proposed solutions from multiple perspectives
7. Evaluate the extent to which a strategy addresses the problem
8. Assess costs, benefits and other consequences of proposed solutions

GOAL 4: Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to

1. Explain reasoning and identify information used to support decisions
2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States
3. Analyze the duties and responsibilities of individuals in societies
4. Recognize and practice honesty and integrity in academic work and in the workplace
5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals
6. Identify tasks that require a coordinated effort and work with others to complete those tasks
7. Identify and apply practices that preserve and enhance the safety and health of self and others
8. Explore, prepare for and seek educational and job opportunities

Show Me Standards – Content Standards

Communication Arts *in Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in*

1. Speaking and writing Standard English (including grammar, usage, punctuation, spelling, capitalization)
2. Reading and evaluating fiction, poetry and drama
3. Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
6. Participating in formal and informal presentations and discussions of issues and ideas
7. Identifying and evaluating relationships between language and culture

Fine Arts

In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
2. The principles and elements of different art forms
3. The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines
5. Visual and performing arts in historical and cultural contexts

A+ Objectives for Study Skills

- 1.1 Students will develop test taking skills
- 1.2 Students will identify procedures for career planning including self-assessment
- 1.3 Students will recognize importance of setting goals in H.S

Health/Physical Education

In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. Structures of, functions of, and relationships among human body systems
2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
3. Diseases and methods for prevention, treatment and control
4. Principles of movement and physical fitness
5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
6. Consumer health issues (such as the effects of mass media and technologies on safety and health)
7. Responses to emergency situations

Mathematics

In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. Addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
2. Geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
3. Data analysis, probability and statistics
4. Patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts
5. Mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
6. Discrete mathematics (such as graph theory, counting techniques, matrices)

Science

In Science, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. Properties and principles of matter and energy
2. Properties and principles of force and motion
3. Characteristics and interactions of living organisms
4. Changes in ecosystems and interactions of organisms with their environments
5. Processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere
6. Composition and structure of the universe and the motions of the objects within it
7. processes of scientific inquiry (such as formulating and testing hypotheses)
8. Impact of science, technology and human activity on resources and the environment

Social Studies

In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. Principles expressed in the documents shaping constitutional democracy in the United States
2. Continuity and change in the history of Missouri, the United States and the world
3. Principles and processes of governance systems
4. Economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
5. The major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
6. Relationships of the individual and groups to institutions and cultural traditions
7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)