

CURRICULUM FOR SEQUENCING OF STRATEGIES

The following is a suggested outline of an organic curriculum which includes strategies that are most likely to be utilized in your sessions with clients. This is in no way an all- inclusive list, and it is not intended to limit creativity. It is instead a framework deigned to provide direction to the beginning clinician which will lead to more effective service of our clients. Remember, every client is unique, and they all need slightly to extremely different plans of service. You should be nimble in your methods, while patient and encouraging in your approach. It is important to remember that we are educational therapists, not tutors. We will be looking at the client through the lens of executive function. Rapport with the student is critical so it is not suggested that you push too hard, to soon. Try instead to allow for successes along the way that will build confidence in both client and clinician. Remember that many of our kids come to us with shattered self-confidence from a painful history of failure.

Sequencing Strategies For The New Clinician

Before beginning initial strategies, it is very important to determine the client's brain learning style, (e.g., a "left or right brain" learner). At this point the clinician must determine the clients most immediate needs and devise a plan to meet them. It is very useful to establish three of the client's personal goals and two or three goals of the clinician.

The following list of strategies will help the student learn to determine which information is most important and how to effectively download the material to memory.

INITIAL STRATEGIES

Saliency Determination: A. Keywording Text

- * Develops focus, saliency, and self-confidence

(Use only a few sentences at first, then advance to full paragraphs)

1. Highlight text

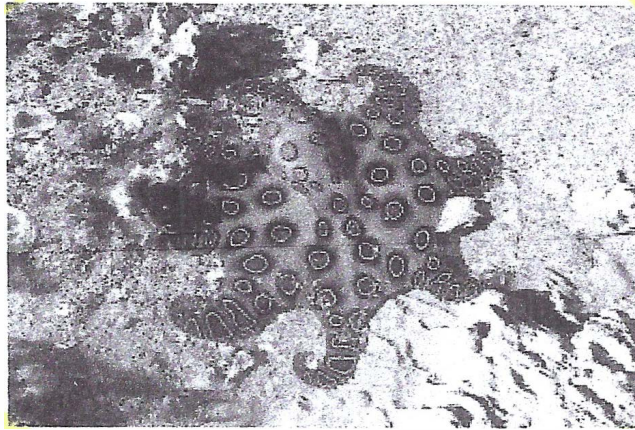
(important words such as nouns and verbs)

2. Read highlighted words aloud

- a. Ask what pictures were made.

- b. Encourage the client to refer back to key words

}



Blue Ringed Octopus Photos

Classification of Species

Three distinct species of the '*Hapalochlaena*' has yet been confirmed, with a fourth type still being researched. Here are the different species, along with their scientific names and descriptions:

1. **Greater Blue-ringed Octopus** (*Hapalochlaena lunulata*): Found in the tropical waters of the Pacific Ocean that can weigh between 10 and 100 grams.
2. **Southern Blue-ringed Octopus** or 'lesser blue-ringed octopus' (*Hapalochlaena maculosa*): Found along the southern coast of Australia, they grow up to 20 cm and on an average can weigh around 26 grams. Though paler than the other species, their blue rings turn brighter when they feel threatened.
3. **Blue-lined Octopus** (*Hapalochlaena fasciata*): This species is found between southern Queensland and southern New South Wales in the intertidal rocky shores and coastal waters at a depth of 15 meters (49 feet).
4. **Hapalochlaena nierstraszi** : This species was first described back in 1938 from a single specimen from the Bay of Bengal. However, the validity of this taxon has been debated.

3. Skim keywords of first and last sentences for summarized material.

Battle of Gettysburg

The Battle of Gettysburg, fought from July 1 to July 3, 1863, is considered the most important engagement of the American Civil War. After a great victory over Union forces at Chancellorsville, General Robert E. Lee marched his Army of Northern Virginia into Pennsylvania in late June 1863. On July 1, the advancing Confederates clashed with the Union's Army of the Potomac, commanded by General George G. Meade, at the crossroads town of Gettysburg. The next day saw even heavier fighting, as the Confederates attacked the Federals on both left and right. On July 3, Lee ordered an attack by fewer than 15,000 troops on the enemy's center at Cemetery Ridge. The assault, known as "Pickett's Charge," managed to pierce the Union lines but eventually failed at the cost of thousands of rebel casualties. Lee was forced to withdraw his battered army toward Virginia on July 4. The Union had won in a major turning point, stopping Lee's invasion of the North. It inspired Lincoln's "Gettysburg Address," which became one of the most famous speeches of all time.

Battle of Gettysburg: Lee's Invasion of the North

In May 1863, Robert E. Lee's Confederate Army of Northern Virginia had scored a smashing victory over the Army of the Potomac at Chancellorsville. Brimming with confidence, Lee decided to go on the offensive and invade the North for a second time (the first invasion had ended at Antietam the previous fall). In addition to bringing the conflict out of Virginia and diverting northern troops from Vicksburg, where the Confederates were under siege, Lee hoped to gain recognition of the Confederacy by Britain and France and strengthen the cause of northern "Copperheads" who favored peace.

4. Concentrate on the highlighted key words in the middle of the paragraph to find details. (Look for bold print, italics, or lists).

On the Union side, President Abraham Lincoln had lost confidence in the Army of the Potomac's commander, Joseph Hooker, who seemed reluctant to confront Lee's army after the defeat at Chancellorsville. On June 28, Lincoln named Major General George Gordon Meade to succeed Hooker. Meade immediately ordered the pursuit of Lee's army of 75,000, which by then had crossed the Potomac River into Maryland and marched on into southern Pennsylvania.

Battle of Gettysburg Begins: July 1

Upon learning that the Army of the Potomac was on its way, Lee planned to assemble his army in the prosperous crossroads town of Gettysburg, 35 miles southwest of Harrisburg, Pennsylvania. One of the Confederate divisions in A.P. Hill's command approached the town in search of supplies early on July 1, only to find that two Union cavalry brigades had arrived the previous day. As the bulk of both armies headed toward Gettysburg, Confederate forces (led by Hill and Richard Ewell) were able to drive the outnumbered Federal defenders back through town to Cemetery Hill, located a half mile to the south.

Seeking to press his advantage before more Union troops could arrive, Lee gave discretionary orders to attack Cemetery Hill to Ewell, who had taken command of the Army of Northern Virginia's Second Corps after Lee's most trusted general, Thomas J. "Stonewall" Jackson, was mortally wounded at Chancellorsville. Ewell declined to order the attack, considering the Federal position too strong; his reticence would earn him many unfavorable comparisons to the great Stonewall. By dusk, a Union corps under Winfield Scott Hancock had arrived and extended the defensive line along Cemetery Ridge to the hill known as Little Round Top. Three more Union corps arrived overnight to strengthen its defenses.

B. Keyword directions

- * Develops comprehension, load to memory, and enhances test taking skills

(Points are often lost simply because a student fails to completely follow test directions.)

1. Number the parts of each question,

then make sure that there are the same number of parts to your answers

as there are parts to your questions

Directions for Writing Exam Essays:

Answer two exam questions from the list provided. Do not repeat in your second essay content and analysis already provided in the first essay. Take care to address each component of the exam question. Make sure to provide references to original source (e.g., book, chapter, or journal article) for any statement that refers to ideas, words or research findings of another person. Use appropriate headings and subheadings throughout the paper. Write clear and grammatically correct sentences, and logical paragraphs.

Formatting Each essay should be between 1,000 and 2,500 words. Do not exceed 2,500 words per essay. Provide a bibliography of works cited. Essay word count does NOT include the bibliography. Use a standard 12-point font double-spaced, numbered pages. Final submission must be spell-checked.

Submitting your Essays 1. Submit your essays as e-mail attachments no later than 12.30 pm on the exam day.

3. Pick one of the following two questions to answer following the directions above.

1. Diverse external leaders and education stakeholders increasingly advocate the implementation of external accountability mechanisms. Examples are teacher and principal evaluation systems in K-12 schools, and “value-added” and “growth” models that require measures of student learning and development in schools and in higher education. These accountability mechanisms and their rationale are informed by private sector logic and often curtail the autonomy of education leadership. Rely on the social science literature, citing important references, as you analyze this important policy development. Specifically: a. Focus on P-12, higher education, or both—but make your choice clear at the beginning b. Discuss the tensions involved in achieving a balance between autonomy and accountability c. Identify and describe strategies for resolving these tensions and achieving a delicate balance d. Present and analyze two cases that support your analysis. These cases may be real or hypothetical. What matters is that each is a valid example of the tension between autonomy and accountability, and also that each provides you with the opportunity to indicate a resolution.

2. Select a contemporary issue pertaining to K-12 or postsecondary education. Write an essay that critically analyzes the issue. Your essay should include the following components: a. An introductory summary of the issue that identifies the issue’s stakeholders and explains why the issue is significant. b. A systematic analysis of key aspects of the issue in which you apply concepts and insights from three social science disciplines. In this analysis, be sure to identify particular features of the issue that may be controversial and reasons for the controversy. c. Discuss what is likely to happen on this issue over the short-term and long-term and why.

2. Students can also cut and paste questions leaving spaces for answers.

Once the questions are answered remove them.

The client can then form the answers into an outline, and eventually adding words or sentences where needed to form paragraphs.

This process allows the client to create a writing outline directly from Initial directions.

Write a 500 word essay about the impact of China's one child policy. Explain what the policy is. When was the "one child" policy initiated and explain the reasons behind the development of this policy. Use at least two reasons or examples from class notes or discussions to support your explanation. Discuss the desired positive outcomes expected from the original policy development and compare that to actual outcomes today. Use a minimum of 4 outside sources to support your analysis.

Explain what the policy is.

When was the "one child" policy initiated and explain the reasons behind the development of this policy. Use at least two reasons or examples from class notes or discussions to support your explanation.

Discuss the desired positive outcomes expected from the original policy development

compare that to actual outcomes today. Use a minimum of 4 outside sources to support your analysis.

3. Complete all processes in the correct order. (Step Box)

- a. Write down all the steps required to solve the problem.
- b. Place the steps in the order that they are to be used.
- c. Write out all steps for completing homework or a test.

Encourage student to use their own language for the step boxes, and to place steps in the correct order of operation.

Double Digit Addition

Line all of the numbers in their correct columns

Add numbers in the right column first (ones place)

Move to the add-add the numbers in next column(tens place)

1	2
1	4
2	6

2nd Grade Math Worksheet

Addition

NAME _____

$$\begin{array}{r} 12 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ + 13 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 29 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ + 55 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ + 60 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ + 20 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ + 45 \\ \hline \end{array}$$

$$\begin{array}{r} 46 \\ + 25 \\ \hline \end{array}$$

$$\begin{array}{r} 28 \\ + 19 \\ \hline \end{array}$$

$$\begin{array}{r} 67 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ + 43 \\ \hline \end{array}$$

$$\begin{array}{r} 26 \\ + 21 \\ \hline \end{array}$$

ex 6a

1. The step box will be in the upper right-hand corner of the page of problems.
2. The student will use the step box to help remember the sequence of solving the stoichiometry problems as they work.
3. This can be used for homework and placed on a test before the student starts.

Stepbox Stoichiometry

1. Balance the equation.
2. Convert units of to moles.
3. Using the mole ratio, calculate moles of substance produced
4. Convert moles of wanted substance to desired units.

C. Annotation

* Aids in the analysis of characters, theme, and plot.

1. Place post it notes at the end of each chapter of a novel to summarize what has taken place.
2. At the front of a novel list characters as they enter the book and describe their significance to the story.
3. Use pre- annotated text when possible.

SAMPLE ANNOTATED TEXT

"How Come the Quantum"

By John Archibald Wheeler

Bold = Main Ideas

Universal Font = Descriptive Outline

Italics = Comments

intro of topic	What is the greatest mystery in physics today? Different physicists have different answers. My candidate for greatest mystery is a question now century old, "How come the quantum?" <u>What is this thing, the "quantum"?</u> It's a bundle of energy, an indivisible unit that can be sliced no more. Max Planck	Greatest mystery in physics is nature of quantum.
historical perspective	showed us a hundred years ago that light is emitted not in a smooth, steady flow, but in quanta. Then physicists found quantum jumps of energy, the quantum of electric charge and more. In the small-scale world, everything is lumpy.	<i>lumps of energy?</i>
description	And more than just lumpy. When events are examined closely enough, uncertainty prevails: cause and effect become disconnected. Change occurs in little explosions in which matter is created and destroyed, in which chance guides what happens, in which waves are particles and particles are waves.	chance plays great role in change in this "small scale world" <i>This means they're the same and different at the same time?</i>
main idea of essay	Despite all this uncertainty, quantum physics is both a practical tool and the basis of our understanding of much of the physical world. It has explained the <u>structure</u> of atoms and molecules, the thermonuclear burning that lights the stars, the behavior of semiconductors and superconductors, the radioactivity that heats the earth, and the comings and goings of particles from neutrinos to quarks.	quantum physics has helped us understand material world <i>both what things are and how they work</i>
rhetorical question	Successful, yes, but mysterious, too. Balancing the glory of quantum achievements, we have the shame of not knowing "how come." Why does the quantum exist?	some things remains a mystery <i>Science can't tell us why anything exists. We still need religion for that.</i>

3. Write important points in margins or on a separate sheet of paper.

Four Skinny Trees

repetition in this section

isolated
don't fit in
misunderstood

They are the only ones who understand me. I am the only one who understands them. Four skinny trees with skinny necks and pointy elbows like mine. Four who do not belong here but are here. Four raggedy excuses planted by the city. From our room we can hear them, but Nenny just sleeps and doesn't appreciate these things.)? Why is Nenny mentioned here?

"Four" repeated 3x
The trees are
• skinny
• don't belong where they are
• raggedy excuses put there by someone

fierce
angry
determined

★
Their strength is secret. They send ferocious roots beneath the ground. They grow up and they grow down and grab the earth between their hairy toes and bite the sky with violent teeth and never quit their anger. This is how they keep.
★

Very visual!
First and last sentence are simple and direct.
Strong adjectives and verbs.

simile

Let one forget his reason for being, they'd all droop like tulips in a glass, each with their arms around the other. Keep, keep, keep, trees say when I sleep. They teach.
pow!

each keeps the others strong
repetition & rhyme

Here's the "so what"
I can picture that wall!

When I am too sad and too skinny to keep keeping, when I am a tiny thing against so many bricks, then it is I look at trees. When there is nothing left to look at on this street. Four who grew to despise concrete. Four who reach and do not forget to reach. Four whose only reason is to be and be.

"Four" repeated 3x
The trees
• grew to despise concrete
• reach
• know their reason

Excerpt taken from *The House on Mango Street* (1983)

concrete = barriers, limits,
all the things that box us in

The trees are a symbol to the author.

4. Use post-it flags to mark key parts of text.

5. Make note of the Five I's.

D. The Five I's

IMPORTANT CONCEPTS = IC

IMPORTANT PEOPLE= IP

IMPORTANT EVENTS=IE

IMPORTANT VOCABULARY= IV

IMPORTANT FORMULAS= IF

E. Create your own test questions, use color coding, or make a Quizlet.

When was the battle of Gettysburg fought?
July 1 + 0 July 3 1863

Who decided to go on the offensive side and invade the North for the second time? Robert E. Lee

Lee gave orders to attack where? Cemetery Hill to Ewell

Who were the Union Corps Commanded by?
Daniel Sickles

What was the combined death amount from the first two days? Nearly 35,000

Lee sent how many divisions to go against the Union center on cemetery ridge? 3

Which division lost two-thirds of its men?
Pickett's division

Who won the battle of Gettysburg? The Union

Lee offered his resignation to who? President Jefferson Davis

Who gave their most famous speech at the dedication of the National Cemetery at Gettysburg? Lincoln

SECOND TIER STRATEGIES

(Content and Test Prep.)

DON'T STUDY WHAT YOU ALREADY KNOW!

*Maximize effective study time and reduce anxiety by focusing on what is not yet understood.

A. Cover and review

*Improves comprehension, analytical ability while enhancing test preparation

Look at subtopic headings then develop questions from each heading.

Cover the material then answer questions.

*Improves comprehension, analytical ability, while enhancing test preparation.

2. Use a copy of a blank study guide as a pretest.

*Improves test preparation and enhances load to memory while simulating the testing environment.

(Make certain that the pretest is in the same format as the actual test.)

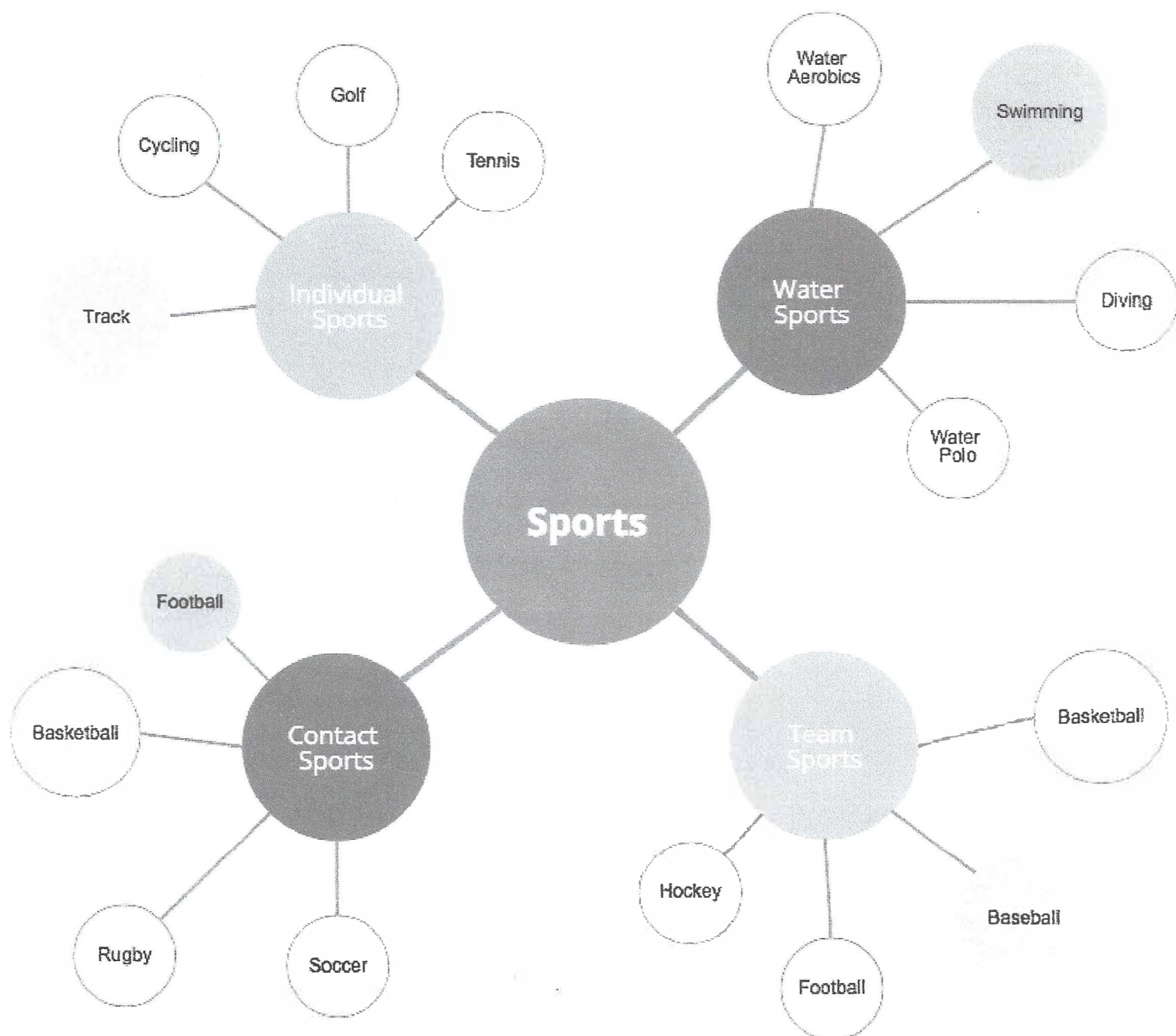
a. Copy a blank study guide

b. Fill in the answers

c. Take another blank copy and fill it out from memory

3. Make your own web or compare- contrast chart

* Improves comprehension, ability to analyze, and enhances test taking skills.



TYPES OF ROCKS

	Igneous	Sedimentary	Metamorphic
Etymology	Latin - ignis (fire)	Latin - sedimentum (settling)	Greek - meta (after) + morphe (form)
How is it formed?	Melted rock cools	Grains of broken rocks are glued together	Igneous/sedimentary rocks changed by pressure or temperature
Keywords	Hot	Cool	Flat
Examples	Pumice, limestone, salt	Sandstone, quartz, basalt	Marble, slate, gneiss

A comparison chart is a helpful tool in decision making. In one glance, the features and qualities of a product, service, place, concept or idea can be juxtaposed with many different items. It can contain quantitative or qualitative information, and is useful in marketing and research, among others.

4. Make your own test questions or problems (Use the Five W's and How).

*Helps evaluate comprehension and aids in test prep (Especially Math).

a. Anticipate the type of problems that may come up on a test, write your own questions, then answer them. It can be helpful to swap question with another student.

b. Write questions in different formats such as Multiple Choice and True and False (Recognition Memory), or Fill In the Blank and Essay Questions (Recall).

Sample types of questions

A. These two types of questions test your recognition memory.

1. Multiple-choice questions:

Sample:

Which state is in the Midwest?

A. Nevada

B. Ohio

C. Massachusetts

2. True or false questions:

Sample:

There are 48 states in the US. Answer true or false.

B. These two types of questions test your recall memory.

1. Fill in the blank questions:

Sample:

The capital of Ohio is_____ .

2. Essay test questions:

Sample:

Describe the three states of matter.

5. Write out definitions of important vocabulary words and terms
(Emphasize key words!)

What Is Space Weather?

aerospaceastronomyastrophysicsspace explorationspace weather

Everyone is familiar with the concept of weather and how it can affect daily activity and change with the seasons. But what is space weather?

According to NASA, "Space weather includes any and all conditions and events on the sun, in the solar wind, in near-Earth space and in our upper atmosphere that can affect space-borne and ground-based technological systems and through these, human life and endeavor."

As far as humans are concerned, almost all space weather is due to activity on the Sun's surface. Let's dig into what space weather is by examining four major phenomena: auroras, solar wind, coronal mass ejections (CMEs) and solar flares. But first, we must discuss how the Earth is protected from these events.

Earth's Magnetosphere, Ionosphere and Atmosphere

We are protected from most space weather by Earth's magnetosphere, ionosphere and atmosphere. The Earth's magnetic field (or magnetosphere) extends far into space and provides the first layer of protection from weather in space. The magnetosphere isn't actually sphere-shaped but has a shape that's strongly influenced by the solar wind coming from the sun. Like a long-haired dog enjoying the breeze during a car ride, Earth's magnetosphere is teardrop-shaped. The side facing the Sun is compressed by the solar wind, while the night side is stretched into a long "magnetotail." The magnetosphere helps block harmful solar and cosmic radiation.

The next layer of protection is the ionosphere, which contains atoms that interact with high-energy particles from the Sun to form charged ions. In the case of auroras, the ions release energy as light. Closer to the Earth's surface, the atmosphere blocks harmful ultraviolet radiation.

NASA - National Aeronautics and Space Administration

Space weather - Auroras, solar wind, solar flares

Atmosphere - Layer of gas covering Earth held in place by gravity

Ionosphere - Layer of Earth's Atmosphere containing high concentration of Ions and free electrons

Magnetosphere - Area around Earth where Magnetic fields are predominant

B. Test study plan

*Promotes good time management during testing, reduces test anxiety,
while reinforcing material

1. Take practice tests that simulate the type of test and the time constraints
that will be faced.

(multiple choice, fill in the blank, essay tests etc.)

Studying for Tests

Test date: _____ Subject: _____

Check off the strategies you will use.		
Passive strategies (use sparingly)	Active strategies (better)	Active strategies with feedback (best)
<input type="checkbox"/> 1. Reread text	<input type="checkbox"/> 7. Make study guide	<input type="checkbox"/> 13. Quiz myself with Quizlet/ study guide/flash cards
<input type="checkbox"/> 2. Reread notes	<input type="checkbox"/> 8. Make flashcards/Quizlet	<input type="checkbox"/> 14. Take practice test (check answers)
<input type="checkbox"/> 3. Highlight notes/text	<input type="checkbox"/> 9. Make concept maps	<input type="checkbox"/> 15. Redo old tests or homework (check answers)
<input type="checkbox"/> 4. Read study guide	<input type="checkbox"/> 10. Organize notes	<input type="checkbox"/> 16. Have someone else quiz me
<input type="checkbox"/> 5. Rewrite notes	<input type="checkbox"/> 11. Complete review packet (no answers)	<input type="checkbox"/> 17. Complete review packet (check answers)
<input type="checkbox"/> 6. Read/watch Spark Notes, Kahn Academy, etc.	<input type="checkbox"/> 12. Attend review session or study group	<input type="checkbox"/> 18. Meet 1:1 with teacher
<input type="checkbox"/> 19. Other: _____		

Study Plan

Date	Day	Which strategies will I use? (Write number)	How much time for each strategy?
	4 days before test	1. 2. 3.	1. 2. 3.
	3 days before test	1. 2. 3.	1. 2. 3.

Studying for Tests (cont.)

Date	Day	Which strategies will I use? (Write number)	How much time for each strategy?
	2 days before test	1. 2. 3.	1. 2. 3.
	1 day before test	1. 2. 3.	1. 2. 3.

Posttest Evaluation

How did your studying work out? Answer the following questions:

1. What strategies worked best?
2. What strategies were not so helpful?
3. Did you spend enough time studying? Yes No
4. If no, what more should you have done?
5. What will you do differently the next time?

2. Look over past tests and quizzes to determine the type of errors that are frequently made.

C. Box breathing

This reduces anxiety surrounding testing.

(IN 1,2,3,4- Hold 1,2,3,4—Out 1,2,3,4—Hold 1,2,3,4)

Perform this exercise twice before beginning a test, and once after each section or page is completed.



Breathe IN (4 counts)

HOLD (4 counts)

Breathe OUT (4 counts)

HOLD (4 counts)

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WRITING CONCERNS

A. Project / Paper Planning Strategy- keyword and number parts.

(See EX.#4)

* Improves comprehension, sequencing, and task completion.

1. The client will break assignment down into less intimidating chunks.
2. Estimate the time necessary to complete each chunk then mark a calendar as to when each chunk is to be completed.
3. Each chunk will be worked individually, then coordinated for the final paper.

S	M	T	W	T	F	S
March 20	21	22 Choose Topic	23 Preliminary research	24 Write research questions and working thesis	25 Write research proposal	26
27	28 Research proposal due	29 Look for sources online	30 Library	31 Evaluate sources; make source cards	April 1 Take notes →	2
3 →	4 →	5 Finish note cards	6 Organize notes →	7 →	8 Write outline →	9
10	11 Outline due	12 Write draft →	13	14 →	15 <i>Off - Trip to NYC</i>	16 <i>Off - Trip to NYC</i>
17	18 Conference with Prof. Habib 2:00	19 Finish writing draft	20	21 Revise draft →	22 →	23 Library?
24	25	26 Finish revising draft	27 Edit draft	28 Writing Center 4:30	29 Finish editing draft	30 Create Works Cited page
May 1	2 Final draft due	3	4	5	6	7



B. Use directions as a template.

(Copy and paste different parts of directions)

*Improves written organization, sequencing, and initiation

It is important to clarify the different requirements to be met in an essay or paper. Careful use of keyworded directions can consistently help clients produce higher quality work.

Directions for Writing Exam Essays:

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3. Pick one of the following two questions to answer following the directions above.

1. Diverse external leaders and education stakeholders increasingly advocate the implementation of external accountability mechanisms. Examples are teacher and principal evaluation systems in K-12 schools, and “value-added” and “growth” models that require measures of student learning and development in schools and in higher education. These accountability mechanisms and their rationale are informed by private sector logic and often curtail the autonomy of education leadership. Rely on the social science literature, citing important references, as you analyze this important policy development. Specifically: a. Focus on P-12, higher education, or both—but make your choice clear at the beginning b. Discuss the tensions involved in achieving a balance between autonomy and accountability c. Identify and describe strategies for resolving these tensions and achieving a delicate balance d. Present and analyze two cases that support your analysis. These cases may be real or hypothetical. What matters is that each is a valid example of the tension between autonomy and accountability, and also that each provides you with the opportunity to indicate a resolution.

2. Select a contemporary issue pertaining to K-12 or postsecondary education. Write an essay that critically analyzes the issue. Your essay should include the following components: a. An introductory summary of the issue that identifies the issue’s stakeholders and explains why the issue is significant. b. A systematic analysis of key aspects of the issue in which you apply concepts and insights from three social science disciplines. In this analysis, be sure to identify particular features of the issue that may be controversial and reasons for the controversy. c. Discuss what is likely to happen on this issue over the short-term and long-term and why.

C. Make a checklist from the Rubrik for editing and task completion.

* Improves initiation, sequencing, and written organization

(1) Select highest category of criteria

(2) Keyword the squares

(3) List what you intend to accomplish in your own words

Remember! a. Offer ideas in class

b. Ask questions and solve problems in group work

c. Ask for help when needed

d. Be positive in attitude and behavior

e. Always have materials organized and ready for success

Behavioral

	Criteria				Points
	4	3	2	1	
Level of engagement in class	Student proactively contributes to class by offering ideas and asking questions more than once per class.	Student proactively contributes to class by offering ideas and asking questions once per class.	Student rarely contributes to class by offering ideas and asking questions.	Student never contributes to class by offering ideas and asking questions.	
Listening, questioning and discussing	Respectfully listens, discusses and asks questions and helps direct the group in solving problems.	Respectfully listens, discusses and asks questions.	Has trouble listening with respect, and takes over discussions without letting other people have a turn.	Does not listen with respect, argues with teammates, and does not consider other ideas. Blocks group from reaching agreements.	
Behavior	Student almost never displays disruptive behavior during class discussions and group activities.	Student rarely displays disruptive behavior during class discussions and group activities.	Student occasionally displays disruptive behavior during class discussions and group activities.	Student almost always displays disruptive behavior during class discussions and group activities.	
Preparation	Student is almost always prepared with assignments and required class materials.	Student is usually prepared with assignments and required class materials.	Student is rarely prepared with assignments and required class materials.	Student is almost never prepared with assignments and required class materials.	
Problem-solving	Actively seeks and suggests solutions to problems.	Improves on solutions suggested by other group members.	Does not offer solutions, but is willing to try solutions suggested by other group members.	Does not try to solve problems or help others solve problems.	
Group/partner teamwork	Works to complete all group goals. Always has a positive attitude about the tasks and work of others. All team members contribute equally. Performed all duties of assigned team role.	Usually helps to complete group goals. Usually has a positive attitude about the tasks and work of others. Assisted team members in the finished project. Performed nearly all duties of assigned team role.	Occasionally helps to complete group goals. Sometimes makes fun of the group tasks and work of others. Finished individual task but did not assist team members. Performed some duties of assigned team role.	Does not work well with others and shows no interest in completing group goals. Often makes fun of the work of others and has a negative attitude. Contributed little to group effort. Did not perform duties of assigned team role.	
				Total	

Language Arts

Choose Healthy! Project Rubric

	Above Grade Level	On Grade Level	Approaching Grade Level	Below Grade Level
Focus	-Responds skillfully to all parts of the prompt	-Responds to all parts of the prompt	-Responds to most parts of the prompt	-Responds to some parts of the prompt
Organization	-Organizes information into purposeful paragraphs w/ clear introduction, 3 body paragraphs, and insightful conclusion. -includes transitional phrases throughout	-Organizes information into introduction, 3 body paragraphs, conclusion -Includes some transitional phrases	-Organizes information into attempted paragraph structure with introduction, body paragraph(s), and conclusion -Includes some transitional phrases	-Does not organize information into paragraph structure -Missing some body paragraphs, poor conclusion -Does not include transitional phrases
Support	-Opinion is supported skillfully with clear and relevant facts/reasons/evidence.	-Opinion is supported mostly with facts/reasons, evidence	-Opinion is supported with some/little facts, reasons, evidence	-Opinion is not supported with facts, details, evidence
Language	-Sentence structure is correct and purposeful -Demonstrates clear and creative use of conventions to enhance meaning -Uses sophisticated academic vocabulary	-Sentence structure is mostly correct and varied -Demonstrates grade level use of conventions; a few errors -Uses academic vocabulary	-Sentence structure is sometimes repetitive -Uses some grade level conventions -Little use academic vocabulary	-Sentence structure is below grade level - Inappropriate/no use of conventions -Does not use academic vocabulary
Creative/visual piece	-Creative piece/visual aid shows excellent creativity in design -very appealing to the audience and unique	-Creative piece/visual aid shows average creativity in the design	-Creative piece/visual aid shows poor/very little creativity in the design	-Creative piece/visual aid is not included, is used inappropriately, or causes distraction from the writing piece.



Science

CATEGORY	Points: 4	3	2	1
Required Elements present?	All required elements are present.	One required element is missing.	Two required elements are missing.	Several required elements are missing.
Question/ Purpose	The question is clearly identified and stated.	The question is identified, but is stated in an unclear manner.	The question is partially identified, and is stated in an unclear manner.	The question is wrong or not stated.
Experimental Hypothesis	Independent and dependent variables are accurate and the predicted results are stated, the explanation is clear and accurate based on what has been studied.	The variables and the predicted results are stated but explanation is unclear or not quite logical.	The variables and the predicted results are stated, but not explained.	No hypothesis has been stated.
Procedures	Procedures are reported clearly, accurately and in logical order.	Procedures are reported mostly accurately, and somewhat clearly but may lack logical order or are difficult to follow.	Procedures are reported but do not accurately report the steps of the experiment or are missing important pieces.	Procedures are missing.
Drawings/ Diagrams	Clear, accurate diagrams are included and make the experiment easier to understand. Diagrams are labeled neatly and accurately.	Diagrams are included and are labeled neatly and accurately.	Diagrams are included and are labeled, but important labels are missing or inaccurate.	Some needed diagrams are missing.
Results	Concise, clear and accurate statement of what the results were.	Accurate statement of what the results were.	Statement of results included.	Missing statement of results.
Graphs	Clear, accurate graphs illustrate the results well and are labeled neatly and accurately.	Clear, accurate graphs are included and are labeled.	Graphs are included and are labeled but may be missing important labels or have some inaccuracies.	Graphs are missing OR mostly inaccurate.
Calculations	Example calculations are shown and the results are correct and labeled appropriately.	Some calculations are shown and the results are correct and but labels are not clear.	Example calculations are shown but results are inaccurate and/or significantly mislabeled.	No calculations are shown.
Analysis	The relationship between the variables is discussed and logically analyzed. Predictions are made about what might happen if part of the experiment is changed or the experimental design changed.	The relationship between the variables is discussed and logically analyzed, no further predictions are made.	The relationship between the variables is discussed but not analyzed, no predictions are made based on the data.	The relationship between the variables is not discussed.
Error Analysis	Experimental errors, their possible effects, and ways to reduce errors are discussed.	Experimental errors and their possible effects are discussed.	Experimental errors are mentioned.	Experimental errors are not mentioned.
Scientific Concepts	Report illustrates an accurate and thorough understanding of scientific concepts and relevance/implications of results to real-life situations.	Report illustrates an accurate understanding of most scientific concepts and relevance/implications of results to real-life situations.	Report illustrates a limited understanding of scientific concepts underlying and relevance/implications of results to real-life situations.	Report illustrates inaccurate or lacking understanding of scientific concepts and relevance/implications of results to real-life situations.
Appearance, Organization, Language	Typed and uses headings and subheadings to visually organize the material. Contains almost no errors.	Neatly handwritten or typed and uses headings and subheadings to visually organize the material. Contains few (2-4) errors.	Neatly written or typed, but formatting does not help visually organize the material. Contains 3-5 errors.	Looks sloppy, with cross-outs, multiple erasures and/or tears and creases. Contains many errors.
Total Points Earned out of 48 possible:				

D. Web to Write

- * Improves initiation, sequencing, and written organization

Teaching students to make use of a mind web will greatly improve preparation and organization before taking on the daunting task of writing an essay. There are many different ways to produce a web but the basics are as follows.

Teach the client to draw circles on a piece paper to represent individual paragraphs. Write the topic of each paragraph inside each circle. Once the client has labeled each circle with a central thought for the corresponding paragraph, they should draw lines radiating out from the topic circle. Each line will lead to important details that will flesh out the paragraph. This is very effective as a way to “Chunk Up” up a writing project, in order to make it less intimidating. Keywords or short phrases are encouraged, but make sure enough is on paper to develop details into complete thoughts.

MIND MAP

Writing Process

Introduction:
Hook
Background
Thesis

(1)Topic Sentence:

a.

b.

c.

Transition Sentence:

(2)Topic Sentence:

a.

b.

c.

Transition Sentence:

(3)Topic Sentence:

a.

b.

c.

Transition Sentence:

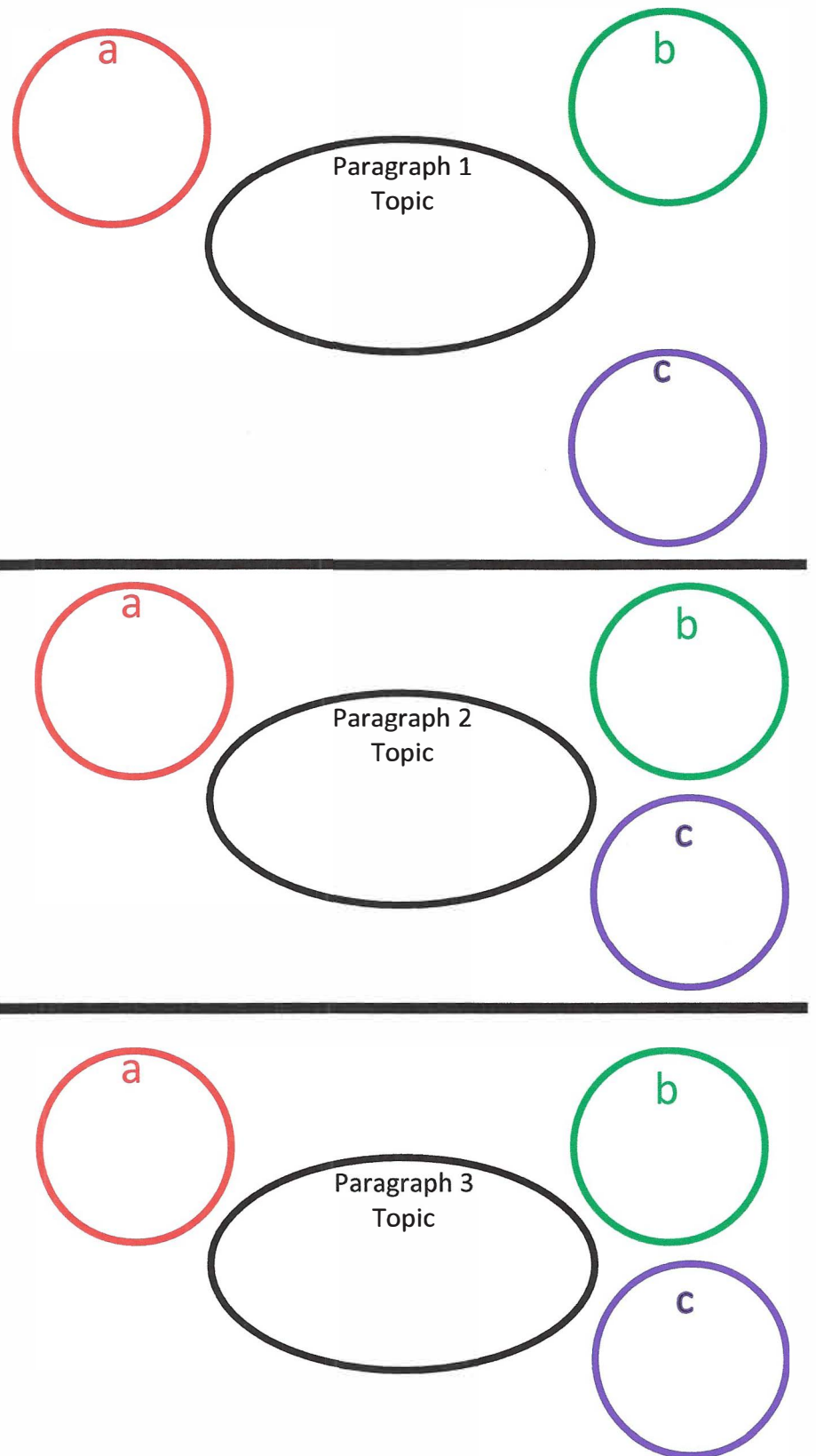
Conclusion:

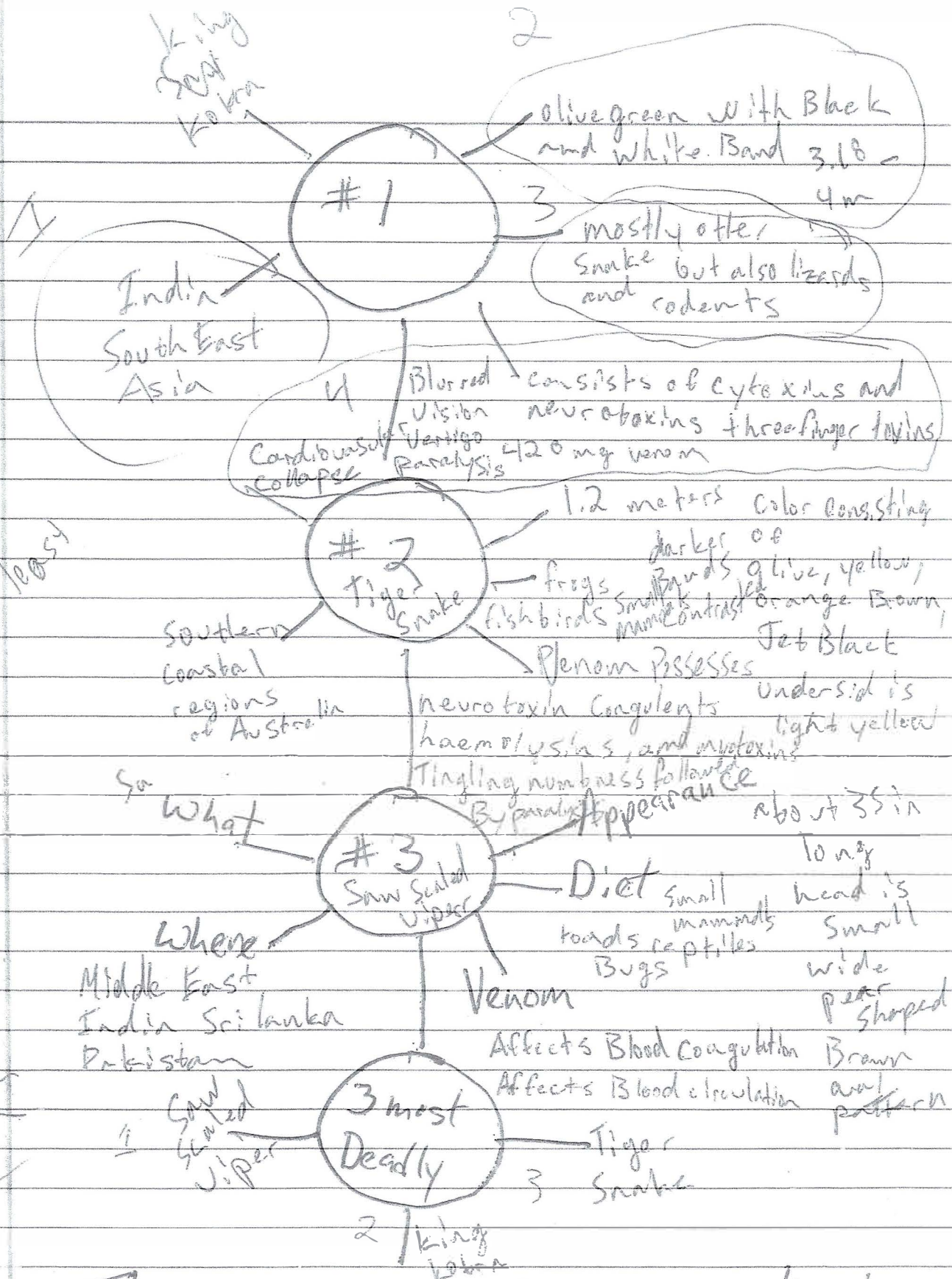
Summary of Topic Sentences:

1.

2.

3.





There are many venomous snakes in the world but there ~~are~~ three deadliest can kill a person ~~very~~ ~~short time~~ ~~fast~~

E. Research protocol

*Improves written organization, sequencing, and initiation (Use seed articles for Subtopics)

Protocol for Writing a Research Paper

Step 1	What is the concept or what do you want to know? Keyword the directions -number the steps—mark research parts and due dates for the draft and final on calendar/phone/planner
Step 2	General article or template from the web on your topic. This is an overview of your topic and find areas of interest or research.
Step 3	Article - Make a keyword list from subtopic headings put on web Wikipedia - Put subtopic headings on web.
Step 4	First pass- research- Put subtopic keywords in and see how many articles come up on Google or Google Scholar.
Step 5	Not a lot of articles to review--change topics.
Step 6	May want to use mind map, jot list and group' or the computer program Inspiration for web which makes an automatic outline.
Step 7	Second pass of research- Go more in depth for this pass. <ul style="list-style-type: none"> • Get details to back up and make your subtopics more interesting. • Make work cited page as go along. Easybib.com or Citationmachine.net -automatic formatting for this
Step 8	Rank the topics and sub-topics. Add the additional research to web if needed.
Step 9	If you are using Inspiration then 2 clicks and you have your outline!
Step 10	Do a rough draft of the body of the paper first.
Step 11	Make sure the details match up with the point that you are trying to make.
Step 12	Write your introduction. <ul style="list-style-type: none"> • This is like a table of contents for the reader. • You tell them what you will be discussing and in what order.
Step 13	Do your conclusion. Make sure that the order in the conclusion matches the introduction and body paragraphs.
Step 14	3 T's for editing-Tie to thesis, transitions, transform the sentences-check spelling, word choice and variety in sentences

F. Five paragraph essay form line diagram

*Improves written organization, sequencing, and inclusion of details

Build template diagrams starting from simple then moving to more complex.

This will expand support for each paragraph.

OUTLINE:

I. Introduction:

A. Catchy opening: _____

B. Give Background
Information: _____

C. Thesis Statement: Preview three main points (which will become body paragraphs and becomes mini table of contents)

1. _____

2. _____

3. _____

Don't forget a transition sentence (needed to make essay flow).

II. Body Paragraph One:

Topic Sentence: _____

Supporting Sentence: _____

Supporting Detail 1: _____

Supporting Detail 2: _____

Supporting Sentence: _____

Supporting Detail 1: _____

Supporting Detail 2: _____

Supporting Sentence: _____

Supporting Detail 1: _____

Supporting Detail 2: _____

Don't forget a transitional sentence.

III. Body Paragraph Two:

Topic Sentence: _____

Supporting Sentence: _____

Supporting Detail 1: _____

Supporting Detail 2: _____

Supporting Sentence: _____

Supporting Detail 1: _____

Supporting Detail 2: _____

Supporting Sentence: _____

Supporting Detail 1: _____

Supporting Detail 2: _____

Don't forget a transitional sentence.

IV. Body Paragraph Three:

Topic Sentence: _____

Supporting Sentence: _____

Supporting Detail 1: _____

Supporting Detail 2: _____

Supporting Sentence: _____

Supporting Detail 1: _____

Supporting Detail 2: _____

Supporting Sentence: _____

Supporting Detail 1: _____

Supporting Detail 2: _____

Don't forget a transitional sentence

V. Conclusion:

Summarize main point (the thesis) in different words than in the introduction:

Paraphrase the topic sentences of the three paragraphs and key supporting detail:

Wrap up sentence: tie back to thesis and stop:

Remember these helpful hints about conclusions:

1. Your conclusion can be a summary of the main points of your essay (stated in different words, of course, than when they appeared earlier) along with a restatement of your thesis (again in different words).
2. If your reader needs to see the relevance of your idea to his own life or to the world in general, your conclusion might point this out.
3. Sometimes the reader comes to the end of an essay asking, "So what?" In that case, the concluding paragraph needs to clarify the significance of the thesis.
4. Try constructing a conclusion that is an "upside-down funnel"; that is, start with a restatement of the thesis and then, enlarge the idea with statements that become more and more general to show the setting, which gives the idea its significance. Be sure to tie everything back to your main idea.

From *Steps to Better Writing* by Gene Stanford

Five Paragraph Essay Overview

TOPIC (prompt):

Man to Man better than Zone

Due

Date:

INTRODUCTION: (Thesis should have three ideas or three arguments to support it)

Hook There are two main types of defensive strategies in

Background basketball — Man to man & zone defense.

THESIS

If all players on the court are equally talented, man to man is a better defensive strategy.

Argument 1

No man is left open

Argument 2

Less offensive plays to combat Man to Man

Argument 3

Players get tired, Easier to drive to basket, defender can get lost

PARAGRAPH TWO: (Develop argument 1 from the introduction)

Argument 1

No man is left open

Reason 1

Every player is assigned to a man (best defender on best Offender)

Reason 2

Always someone on the ball

Reason 3

Defender always in between the ball & their man

PARAGRAPH THREE: (Develop argument 2 from the introduction)

Argument 2

Less offensive plays to combat man to man

Reason 1

defenders don't stay in one area

Reason 2

Defenders can switch the player they are assigned to

Reason 3

Can put multiple people on the ball

PARAGRAPH FOUR: (Develop argument 3 from the introduction)

Argument 3

opposition: players¹ get tired, Easier to drive to basket², defender can get lost³

Reason 1

Counter¹: Players can be subbed in & out

Reason 2

Counter²: 2 points is better than 3 points

Counter³: Reason 3 Help side defense is there to help

CONCLUSION: (Summarize arguments, show the thesis is correct)

Restate the thesis in different words Man to Man is a better defensive strategy than zone defense.

Summarize Argument 1 No man will be left open

Summarize Argument 2 Less plays for the offense to perform in order to combat the man to man strategy

Summarize Argument 3 tired players can be subbed out, less 3's will be made & taken, help side defense cleans up defensive mistakes

Closing Statement/Call to action

In my opinion, Man to Man defense is the best way to utilize your team on defense

G. Self- editing checklist

* Will improve the student's ability to anticipate and avoid common mistakes

1. Look over previous assignments and determine which types of errors are most frequently made.

2. Make a list of common errors and use the list to check current assignments.

Assignment Editing Checklist

Did I do the following? 1. Check for correct use of commas, and periods.

2. Avoid run on sentences.

3. Answer all parts of each question.

4. Present thoughts in a logical way.

5. Find the best two answers to choose from on multiple choice questions.

MEMORY/ORGANIZATION

A. Make time visual- Google calendars

* Improves time management and sequencing

Utilize white boards, large calendars, and blackboard paint.

B. Place picture reminders on lock and home screen. The client may want to use electronic reminders as well.

*Improves time management and sequencing

C. Encourage the client to make use of electronic post-it notes on home screens, and color coding for when each assignment is due.

D. Color code folders and dates on a calendar.

*Improves organization and greatly contributes to the student's ability to track assignments and materials.

E. Write chapter summaries and use spiral review study

1. Spiral study involves reviewing, in sequence, chunks of material such as three successive paragraphs or pages. Study these three paragraphs, or pages, individually and in sequence. When the three keyworded chunks have been reviewed twice you may drop the first chunk of material while adding a new chunk to the back end.

- a. Do part one summary (P1)
- b. Do part two summary (P2)
- c. Review parts one and two (P1 and P2)
- d. Do part three summary (P3)
- e. Review parts two and three (P2 and P3)

As example, with five summaries to study:

Summarize (P1) then review (P1), Summarize (P2) then review (P1 and P2), Summarize (P3) then review (P2 and P3), Summarize (P4) then review (P3 and (P4), Summarize (P5) then review (P4 and P 5)

F. Determine what leads to effective study and test taking. Also, find what is detrimental to the learning process (Helps and Blocks)

*Aids in problem solving

G. Appreciative Inquiry – When did I do well?

1. Look back on a successful assignment and determine what made it so.

Try to arch that experience back to learning new material.

2. Look back over previous quizzes or test to identify mistakes that are consistently made. The client will then look for similar errors in current work and make corrections. Over time, many common mistakes will no longer be made.

H. Triage strategy

Minimal effort should be used studying material for courses that cannot be raised from failing grades.

Maximize effort on courses, assignments, and grades that can be saved.

The Five I's

1. Important concepts
2. Important people
3. Important events
4. Important vocabulary
5. Important formulas

* Excellent for improving focus, saliency determination, load to memory, and test Preparation

It is noteworthy that we can utilize many of the listed strategies in SAT and ACT preparation. These plans will tend to be more compacted than our normal programs. Preparation for these standardized tests has been an area where we have found great success over the years, and is a strength within our practice.

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