

SOAR

LEARNING &
SOFT SKILLS



PACING GUIDE

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TABLE OF CONTENTS

<i>How to Use this Guide: “Map” vs “GPS”</i>	3
<i>“Short Classes:” Pull-Out Programs or Less than 1 Day/Week</i>	4
<hr/>	
<i>One Semester - 5 Days per Week</i>	5
<i>One Semester - 4 Days per Week</i>	7
<i>One Semester - 3 Days per Week</i>	9
<i>One Semester - 2 Days per Week</i>	11
<i>One Semester - 1 Day per Week</i>	13
<hr/>	
<i>FULL-YEAR CLASSES</i>	14
<i>How to Grade 2nd Semester</i>	15
<i>Full Year: Second Semester - 5 Days per Week</i>	16
<i>Full Year: Second Semester - 4 Days per Week</i>	18
<i>Full Year: Second Semester - 3 Days per Week</i>	20
<i>Full Year: Second Semester - 2 Days per Week</i>	22
<i>Full Year: Second Semester - 1 Day per Week</i>	23

HOW TO USE THIS GUIDE: “MAP” VS “GPS”

A **map** shows all routes to a destination, allowing you to select every detail about your route to a destination.

GPS service will also guide you to your destination, but it eliminates 95% of your decisions.

This guide can be used as a map OR as GPS. As a map, you can review it for information and suggestions, yet select every detail for your lesson-planning. As a GPS service, you can follow it exactly as it is laid out.

Either way, these guides illustrate examples of how the variety of materials provided in the SOAR Curriculum could be integrated. We always encourage you to use your professional judgement to adapt these guides to best meet the needs of your students.

Core Content vs Additional Instructional Resources

In the Getting Started manual, you may have seen that we designate “core content” and additional (optional) resources to most flexibly meet the wide variety of schedules schools have available to teach this content.

This Pacing Guide illustrates a wide variety of ways to integrate *all* instructional resources, according to the time you have available to deliver this content.

The 30,000-Ft View

For a high-level perspective on pacing, we recommend the following allocations of instructional time:

% of Time	Section Title	<i>for example...</i> # of Weeks in an 18-Week Semester
10%	Scorecard + Introduction Section 1: HOW Are You Smart?	2
15%	Section 2: Set Goals	3
15%	Section 3: Organize	3
45%	Section 4: Ask Questions	8
5%	Section 5: Record Your Progress	1
10%	Exit Presentations	2

Do I Have to Teach the Lessons in Order?

No, each lesson is designed to stand alone. However, if your objectives and schedule allow, we recommend following the order presented in the book/software because each new lesson “nests” into the previous one. These connections are noticed by students and promote optimal retention of the strategies.

“SHORT CLASSES:” PULL-OUT PROGRAMS OR LESS THAN 1 DAY/WEEK

We frequently remind educators that ANY exposure to the skills in SOAR is a BIG benefit to students, so *any* time you can make available to share any portion of this program with them is worthwhile!

Classroom/Group Instruction

If you are leading a group of students through the curriculum in less than 18 sessions, we recommend covering the topics listed below. We also recommend going in the *order* listed below, unless you have a reason to approach it differently:

1. **Study Skills Scorecard**
(The Scorecard is automatically assigned in the software. For workbook users, you can find a reproducible of the Scorecard in the Teacher Account: Dashboard > Teacher Guide > Student Assessments).
2. **Lesson 1:** HOW Are You Smart?
3. **Lesson 2-4:** How to Prioritize and Schedule (How to Use a Planner)
4. **Lesson 5:** How to Organize Papers
5. **Lesson 10:** How to Read Textbooks
6. **Lesson 11:** How to Take Notes
7. **Lesson 12:** How to Study for Tests
8. **With any extra time**, fill in with any of the following lessons: #6-9, #13-18.
9. **Study Skills Scorecard as a post-assessment.** Compare answers to the “pre-Scorecard.” Obviously, students will only show growth in the areas covered in class, so focus on their responses to the topics covered.

1-1 Instruction (Pull-Out Sessions or Tutoring)

Some common “1-1” settings include:

- Special education resource room or pull-out sessions, aimed at meeting IEP goals.
- Enrichment tutoring for students of all backgrounds, from “struggling” to “gifted/accelerated/college-bound.”

Regardless of the primary objectives, 1-1 sessions allow you to tailor instruction to the individual. For that reason, we recommend the following approach:

1. **Print a Scorecard for your reference.** If your student is NOT using the software, print a second copy for your student. (In the student software, students MUST take the Scorecard before they can access any other lessons.) A printable download of the Scorecard can be found in the Teacher Account: Dashboard > Teacher Guide > Student Assessments.
2. **Assign the Scorecard to the student.**
3. **Once completed, ask the student to review the Scorecard with you.** Start with the positive and ask them to share areas they think they are the strongest. Then, ask in what area(s) they would most like to learn more.
4. **Start with a lesson chosen by the student!** This approach will ensure optimal buy-in from the student. If the student did not share a preference, your best default for inspiring student motivation and buy-in is to start with Lesson 1, “HOW Are You Smart?” This lesson is often the most “skipped,” yet it yields the most value to students and makes all other lessons go faster/smooth.
5. **Be transparent with the student, if there are pre-defined objectives (such as IEP goals or specific requests from other teachers/parents) you must meet in your time together.** BUT it always best to START with a lesson selected by the student!
6. **From there, use the Scorecard to match your objectives to the lessons you assign.** If you are free to go in any order, then we recommend the order presented in the program. Students will notice how one lesson builds into the next; these connections promote a more “complete” vision of how the strategies work together, making them easier for the students to learn and retain, long-term.

ONE SEMESTER - 5 DAYS PER WEEK

NOTE: Even if your course does not meet 5 days/week, you may want to review this guide for suggestions; the five-day plan illustrates the widest variety of options and instructional resources!

The following table is a suggestion to illustrate the wide variety of options for filling a 5-day week with SOAR materials.

Key: T = Teacher-led, S = Student-led

Week #	Lesson #	Lesson #/Title	Day 1	Day 2	Day 3	Day 4	Day 5
1	INTRO	GETTING STARTED	T: Intro objective: Better Grades in LESS Time, ice-breakers	T: Distribute & Set-Up Supplies (Binder +Planner)	S: Complete Scorecard ¹	S: Read (in book) or Complete (in App) the Intro	T: Discuss: 80/30 Principle (in intro) in relation to course
2	1	HOW ARE YOU SMART?	S: Read or complete Lesson 1	T: Use MMTT for direct instruction &/or group discussion	S: research more about personal intelligence(s)	S: "Spotlight on Your Top 3 Intelligences" ²	S: Take quiz ³ , complete "Skill Demonstration Form" ³
3	2	ESTABLISH YOUR PRIORITIES	S: Read or complete Lesson 2	T: Use MMTT for direct instruction &/or group discussion	S: "How Do You Spend Your Time" ²	S: "What Are Your Priorities?" ²	S: Take quiz ³ , complete "Skill Demonstration Form" ³
4	3	IDENTIFY YOUR GOALS	S: Read or complete Lesson 3	T: Use MMTT for direct instruction &/or group discussion	S: "Identify Your Goals," pg 1 ²	S: "Identify Your Goals," pg 2 ²	S: Take quiz ³ , complete "Skill Demonstration Form" ³
5	4	SCHEDULE TIME TO TAKE ACTION	S: Read or complete Lesson 4	T: Use MMTT for direct instruction &/or group discussion	S: Set up planners or reproducible planner page ²	S: Read article, "Smart Phones vs Planners" ²	S: Take quiz ³ , complete "Skill Demonstration Form" ³
6	5	ORGANIZE YOUR PAPERS	S: Read or complete Lesson 5	T: Use MMTT for direct instruction &/or group discussion	S: The Co\$t of D-organization, organize binders ²	S: Read/watch: "Why the SOAR Binder Is So Brain Friendly" ²	S: Take quiz ³ , complete "Skill Demonstration Form" ³
7	6	ORGANIZE YOUR SPACE	S: Read or complete Lesson 6	T: Use MMTT for direct instruction &/or group discussion	S: Organize lockers/desks and bookbags	S: Read article, "Teens: How to Organize Your Room" ²	S: Take quiz ³ , complete "Skill Demonstration Form" ³
8	7	ORGANIZE YOUR TIME	S: Read or complete Lesson 7	T: Use MMTT for direct instruction &/or group discussion	S: Read, "Homework: Multi-Tasking or Distracting?" ²	S: Fill out: "Night Before School Tool" ²	S: Take quiz ³ , complete "Skill Demonstration Form" ³
9	8	SECTION 4 INTRO + HOW TO SPEAK & LISTEN	S: Read or complete both Lessons, Intro + 8	T: Use MMTT for direct instruction &/or group discussion	S: Read: "How to Shift Out of Low-Gear Learning" ²	S: Read: "The Real Reason New College Grads Can't Get Hired" ²	S: Take quiz ³ , complete "Skill Demonstration Form" ³
10	9	HOW TO WORK W/TEACHERS & PEERS	S: Read or complete Lesson 9a	T: Use MMTT for direct instruction &/or group discussion	S: Read or complete Lesson 9b	T: Use MMTT for direct instruction &/or group discussion	S: Take 9a + 9b quizzes ³ , complete "Skill Demonstration Form" ³

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ONE SEMESTER – 5 DAYS PER WEEK

Week #	Lesson #	Lesson/Chapter Title	Day 1	Day 2	Day 3	Day 4	Day 5
11	10	HOW TO READ TEXTBOOKS	S: Read or complete Lesson 10a	T: Use MMTT for direct instruction &/or group discussion	S: Read or complete Lesson 10b	T: Use MMTT for direct instruction &/or group discussion	S: Take quiz ³ , complete “Skill Demonstration Form” ³
12	11	HOW TO TAKE & STUDY NOTES	S: Read or complete Lesson 11	T: Use MMTT for direct instruction &/or group discussion	S: Practice skill: take notes on a TED Talk, using this method	S: Reformat notes from another class, create study guide	S: Take quiz ³ , complete “Skill Demonstration Form” ³
13	12	HOW TO TAKE TESTS	S: Read or complete Lesson 12	T: Use MMTT for direct instruction &/or group discussion	S: Read: “How to Study for a Math Test” ²	S: Practice skill: study for a test in another subject	S: Take quiz ³ , complete “Skill Demonstration Form” ³
14	13	HOW TO WRITE PAPERS* (*This lesson is best to do in coordination with a research paper or essay assigned in another class.)	S: Read or complete Lesson 13	T: discussion; students prepare a 3-D organizer for a career-research paper	S: Do research for paper; complete cards for 3-3 paragraphs	S: Write first draft of their career-research paper.	S: Take quiz ³ , complete “Skill Demonstration Form” ³
15	14	HOW TO GIVE A PRESENTATION** (**This lesson is best to do in coordination with a presentation assigned in another class and/or to prepare for the next phase of the Exit Presentations.)	S: Read or complete Lesson 14	T: Use MMTT for direct instruction &/or group discussion	S: Prepare “Report Planning Guide” ² for Exit Presentation	S: Construct 3-D Organizer for Exit Presentation	S: Take quiz ³ , complete “Skill Demonstration Form” ³
16	15-17	<ul style="list-style-type: none"> • HOW TO USE LANGUAGE RESOURCES • TRACKING YOUR GRADES • MONITORING YOUR GOALS 	S: Read or complete Lesson 15, T: Discuss	S: Read or complete Lesson 16, T: Discussion	S: Read or complete Lesson 17, T: Discussion	S: Complete quizzes ³ for L 15, 16, 17	S: Complete “Skill Demonstration Form” ³ for one chapter, 15-17
17	18/ REVIEW	RECOGNIZING YOUR ACHIEVEMENTS & EXIT PRESENTATION PREP	S: Read or complete Lesson 18, T: Discuss	S: Take quiz ³	S: Prepare Exit Presentation	S: Prepare Exit Presentation	S: Prepare Exit Presentation
18	REVIEW	EXIT PRESENTATIONS + SCORECARD	S: Give Exit Presentations to class ⁶	S: Give Exit Presentations to class ⁶	S: Give Exit Presentations to class ⁶	S: Give Exit Presentations to class ⁶	S: Complete Scorecard ⁶ for “post-test” data

NOTES

¹ The Scorecard is in two locations: the student app (students are *required* to take it before beginning lesson 1) and a printable version can be found in the Teacher’s Account (Dashboard > Teacher’s Guide > Student Assessments > Scorecard).

² From “Optional Activities,” which can be found in two locations: the Student App (as the final screen of each lesson) and in the Teacher’s Account (Dashboard > Presentation Tool > click lesson # > Optional Activities are within the first few screens).

³ MC quizzes are in two locations: the student software and Teacher’s Account. Printable MC and essay-style quizzes are in the Teacher’s Account (Dashboard > Teacher’s Guide > Student Assessments > Quizzes > click on lesson #).

³ If your students have access to BOTH software and books, we recommend they complete the lesson in the software on Day 2. On day 3 or 4, students review the content by the reading the correlating chapter in the book; many teachers choose this option to build reading skills.

⁴ Lessons 15-18 are extremely short and serve to synthesize much of what was taught in previous lessons.

⁵ The post-scorecard is available in two locations: the student app and the Teacher’s Guide. Graphs comparing the pre/post data can be found in the Teacher’s Account (Dashboard > Course Gradebook > Assessments tab). A printable version of the Scorecard is available in the Teacher’s Account (Dashboard > Teacher’s Guide > Student Assessments > Scorecard).

⁶ Sharing the Exit Presentations with peers is a very powerful way for students to learn from one another! For this reason, we recommend waiting until after all Exit Presentations are given/shared before assigning the Scorecard as a post-assessment.



ONE SEMESTER - 4 DAYS PER WEEK

The following table is a suggestion to illustrate the wide variety of options for filling a 4-day week with SOAR materials.

Key: T = Teacher-led, S = Student-led

Week #	Lesson #	Lesson #/Title	Day 1	Day 2	Day 3	Day 4
1	INTRO	GETTING STARTED	T: Intro objective: Better Grades in LESS Time, ice-breakers	T: Distribute & Set-Up Supplies (Binder +Planner)	S: Complete Scorecard ¹	S: Read (in book) or Complete (in App) the Intro
2	1	HOW ARE YOU SMART?	S: Read or complete Lesson 1	T: Use MMTT for direct instruction &/or group discussion	S: "Spotlight on Your Top 3 Intelligences" ²	S: Take quiz ³ , complete "Skill Demonstration Form" ³
3	2	ESTABLISH YOUR PRIORITIES	S: Read or complete Lesson 2	T: Use MMTT for direct instruction &/or group discussion	S: "What Are Your Priorities?" ²	S: Take quiz ³ , complete "Skill Demonstration Form" ³
4	3	IDENTIFY YOUR GOALS	S: Read or complete Lesson 3	T: Use MMTT for direct instruction &/or group discussion	S: "Identify Your Goals," pg 1+2 ²	S: Take quiz ³ , complete "Skill Demonstration Form" ³
5	4	SCHEDULE TIME TO TAKE ACTION	S: Read or complete Lesson 4	T: Use MMTT for direct instruction &/or group discussion	S: Set up planners or reproducible planner page ²	S: Take quiz ³ , complete "Skill Demonstration Form" ³
6	5	ORGANIZE YOUR PAPERS	S: Read or complete Lesson 5	T: Use MMTT for direct instruction &/or group discussion	S: The Co\$T of D-organization, organize binders ²	S: Take quiz ³ , complete "Skill Demonstration Form" ³
7	6	ORGANIZE YOUR SPACE	S: Read or complete Lesson 6	T: Use MMTT for direct instruction &/or group discussion	S: Organize lockers/desks and bookbags	S: Take quiz ³ , complete "Skill Demonstration Form" ³
8	7	ORGANIZE YOUR TIME	S: Read or complete Lesson 7	T: Use MMTT for direct instruction &/or group discussion	S: Fill out: "Night Before School Tool" ²	S: Take quiz ³ , complete "Skill Demonstration Form" ³
9	8	SECTION 4 INTRO + HOW TO SPEAK & LISTEN	S: Read or complete both Lessons, Intro + 8	T: Use MMTT for direct instruction &/or group discussion	S: Read: "The Real Reason New College Grads Can't Get Hired" ²	S: Take quiz ³ , complete "Skill Demonstration Form" ³
10	9	HOW TO WORK W/TEACHERS & PEERS	S: Read or complete Lesson 9a	S: Read or complete Lesson 9b	T: Use MMTT for direct instruction &/or group discussion	S: Take 9a + 9b quizzes ³ , complete "Skill Demonstration Form" ³

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PACING GUIDE: ONE SEMESTER – 4 DAYS PER WEEK

Week #	Lesson #	Lesson/Chapter Title	Day 1	Day 2	Day 3	Day 4
11	10	HOW TO READ TEXTBOOKS	S: Read or complete Lesson 10a	S: Read or complete Lesson 10b	T: Use MMTT for direct instruction &/or group discussion	S: Take quizzes ³ , complete “Skill Demonstration Form” ³
12	11	HOW TO TAKE & STUDY NOTES	S: Read or complete Lesson 11	T: Use MMTT for direct instruction &/or group discussion	S: Reformat notes from another class, create study guide	S: Take quiz ³ , complete “Skill Demonstration Form” ³
13	12	HOW TO TAKE TESTS	S: Read or complete Lesson 12	T: Use MMTT for direct instruction &/or group discussion	S: Read: “How to Study for a Math Test” ²	S: Take quiz ³ , complete “Skill Demonstration Form” ³
14	13	HOW TO WRITE PAPERS* (*This lesson is best to do in coordination with a research paper or essay assigned in another class.)	S: Read or complete Lesson 13	T: discussion; students prepare a 3-D organizer for a career-research paper	S: Do research for paper; complete cards for 3-3 paragraphs	S: Take quiz ³ , complete “Skill Demonstration Form” ³
15	14	HOW TO GIVE A PRESENTATION** (**This lesson is best to do in coordination with a presentation assigned in another class and/or to prepare for the next phase of the Exit Presentations.)	S: Read or complete Lesson 14	T: Use MMTT for direct instruction &/or group discussion	S: Prepare “Report Planning Guide” ² for Exit Presentation & create 3-D organizer	S: Take quiz ³ , complete “Skill Demonstration Form” ³
16	15-17	<ul style="list-style-type: none"> • HOW TO USE LANGUAGE RESOURCES • TRACKING YOUR GRADES • MONITORING YOUR GOALS 	S: Read or complete Lesson 15, T: Discuss	S: Read or complete Lesson 16, T: Discussion	S: Read or complete Lesson 17, T: Discussion	S: Complete quizzes ³ for L 15, 16, 17 and “Skill Demonstration Form” ³ for one chapter
17	18/ REVIEW	RECOGNIZING YOUR ACHIEVEMENTS & EXIT PRESENTATION PREP	S: Read or complete Lesson 18, T: Discuss	S: Take quiz ³	S: Prepare Exit Presentation	S: Prepare Exit Presentation
18	REVIEW	EXIT PRESENTATIONS + SCORECARD	S: Give Exit Presentations to class ⁶	S: Give Exit Presentations to class ⁶	S: Give Exit Presentations to class ⁶	S: Complete Scorecard ⁶ for “post-test” data

NOTES

¹ The Scorecard is in two locations: the student app (students are *required* to take it before beginning lesson 1) and a printable version can be found in the Teacher’s Account (Dashboard > Teacher’s Guide > Student Assessments > Scorecard).

² From “Optional Activities,” which can be found in two locations: the Student App (as the final screen of each lesson) and in the Teacher’s Account (Dashboard > Presentation Tool > click lesson # > Optional Activities are within the first few screens).

³ MC quizzes are in two locations: the student software and Teacher’s Account. Printable MC and essay-style quizzes are in the Teacher’s Account (Dashboard > Teacher’s Guide > Student Assessments > Quizzes > click on lesson #).

³ If your students have access to BOTH software and books, we recommend they complete the lesson in the software on Day 2. On day 3 or 4, students review the content by the reading the correlating chapter in the book; many teachers choose this option to build reading skills.

⁴ Lessons 15-18 are extremely short and serve to synthesize much of what was taught in previous lessons.

⁵ The post-scorecard is available in two locations: the student app and the Teacher’s Guide. Graphs comparing the pre/post data can be found in the Teacher’s Account (Dashboard > Course Gradebook > Assessments tab). A printable version of the Scorecard is available in the Teacher’s Account (Dashboard > Teacher’s Guide > Student Assessments > Scorecard).

⁶ Sharing the Exit Presentations with peers is a very powerful way for students to learn from one another! For this reason, we recommend waiting until after all Exit Presentations are given/shared before assigning the Scorecard as a post-assessment.



ONE SEMESTER - 3 DAYS PER WEEK

The following table is a suggestion to illustrate the wide variety of options for filling a 3-day week with SOAR materials.

Key: T = Teacher-led, S = Student-led

Week #	Lesson #	Lesson #/Title	Day 1	Day 2	Day 3
1	INTRO	GETTING STARTED	T: Intro objective: Better Grades in LESS Time, icebreakers	T: Distribute & Set-Up Supplies (Binder +Planner)	S: Complete Scorecard ¹
2	1	HOW ARE YOU SMART?	S: Read or complete Intro + Lesson 1	T: Use MMTT for direct instruction &/or group discussion	S: Take quiz ³ , complete "Skill Demonstration Form" ³
3	2	ESTABLISH YOUR PRIORITIES	S: Read or complete Lesson 2	T: Use MMTT for direct instruction &/or group discussion	S: Take quiz ³ , complete "Skill Demonstration Form" ³
4	3	IDENTIFY YOUR GOALS	S: Read or complete Lesson 3	T: Use MMTT for direct instruction &/or group discussion	S: Take quiz ³ , complete "Skill Demonstration Form" ³
5	4	SCHEDULE TIME TO TAKE ACTION	S: Read or complete Lesson 4	T: Use MMTT for direct instruction &/or group discussion	S: Take quiz ³ , complete "Skill Demonstration Form" ³
6	5	ORGANIZE YOUR PAPERS	S: Read or complete Lesson 5	T: Use MMTT for direct instruction &/or group discussion	S: Take quiz ³ , complete "Skill Demonstration Form" ³
7	6	ORGANIZE YOUR SPACE	S: Read or complete Lesson 6	T: Use MMTT for direct instruction &/or group discussion	S: Take quiz ³ , complete "Skill Demonstration Form" ³
8	7	ORGANIZE YOUR TIME	S: Read or complete Lesson 7	T: Use MMTT for direct instruction &/or group discussion	S: Take quiz ³ , complete "Skill Demonstration Form" ³
9	8	SECTION 4 INTRO + HOW TO SPEAK & LISTEN	S: Read or complete both Lessons, Intro + 8	T: Use MMTT for direct instruction &/or group discussion	S: Take quiz ³ , complete "Skill Demonstration Form" ³
10	9	HOW TO WORK W/TEACHERS & PEERS	S: Read or complete Lesson 9a+b	S: Complete Lesson 9b, T: Use MMTT for direct instruction &/or group discussion	S: Take 9a + 9b quizzes ³ , complete "Skill Demonstration Form" ³
11	10	HOW TO READ TEXTBOOKS	S: Read or complete Lesson 10a+b	S: Complete Lesson 10b, T: Use MMTT for direct instruction &/or group discussion	S: Take quizzes ³ , complete "Skill Demonstration Form" ³
12	11	HOW TO TAKE & STUDY NOTES	S: Read or complete Lesson 11	T: Use MMTT for direct instruction &/or group discussion	S: Take quiz ³ , complete "Skill Demonstration Form" ³
13	12	HOW TO TAKE TESTS	S: Read or complete Lesson 12	T: Use MMTT for direct instruction &/or group discussion	S: Take quiz ³ , complete "Skill Demonstration Form" ³

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PACING GUIDE: ONE SEMESTER – 3 DAYS PER WEEK, CONTINUED

Week #	Lesson #	Lesson/Chapter Title	Day 1	Day 2	Day 3
14	13	HOW TO WRITE PAPERS* <small>(*This lesson is best to do in coordination with a research paper or essay assigned in another class.)</small>	S: Read or complete Lesson 13	T: Use MMTT for direct instruction &/or group discussion	S: Take quiz ³ , complete "Skill Demonstration Form" ³
15	14	HOW TO GIVE A PRESENTATION** <small>(**This lesson is best to do in coordination with a presentation assigned in another class and/or to prepare for the next phase of the Exit Presentations.)</small>	S: Read or complete Lesson 14	T: Use MMTT for direct instruction &/or group discussion	S: Take quiz ³ , complete "Skill Demonstration Form" ³
16	15-17	<ul style="list-style-type: none"> • HOW TO USE LANGUAGE RESOURCES • TRACKING YOUR GRADES • MONITORING YOUR GOALS 	S: Read or complete Lesson 15+16, T: Discuss	S: Read or complete Lesson 16+17, T: Discussion	S: Complete quizzes ³ for L 15, 16, 17 and "Skill Demonstration Form" ³ for one chapter
17	18/ REVIEW	RECOGNIZING YOUR ACHIEVEMENTS & EXIT PRESENTATION PREP	S: Read or complete Lesson 18, T: Discuss	S: Take quiz ³	S: Prepare Exit Presentation
18	REVIEW	EXIT PRESENTATIONS + SCORECARD	S: Give Exit Presentations to class ⁶	S: Give Exit Presentations to class ⁶	S: Complete Scorecard ⁶ for "post-test" data

NOTES

¹ The Scorecard is in two locations: the student app (students are *required* to take it before beginning lesson 1) and a printable version can be found in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments > Scorecard).

² From "Optional Activities," which can be found in two locations: the Student App (as the final screen of each lesson) and in the Teacher's Account (Dashboard > Presentation Tool > click lesson # > Optional Activities are within the first few screens).

³ MC quizzes are in two locations: the student software and Teacher's Account. Printable MC and essay-style quizzes are in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments > Quizzes > click on lesson #).

³ If your students have access to BOTH software and books, we recommend they complete the lesson in the software on Day 2. On day 3 or 4, students review the content by the reading the correlating chapter in the book; many teachers choose this option to build reading skills.

⁴ Lessons 15-18 are extremely short and serve to synthesize much of what was taught in previous lessons.

⁵ The post-scorecard is available in two locations: the student app and the Teacher's Guide. Graphs comparing the pre/post data can be found in the Teacher's Account (Dashboard > Course Gradebook > Assessments tab). A printable version of the Scorecard is available in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments > Scorecard).

⁶ Sharing the Exit Presentations with peers is a very powerful way for students to learn from one another! For this reason, we recommend waiting until after all Exit Presentations are given/shared before assigning the Scorecard as a post-assessment.

ONE SEMESTER - 2 DAYS PER WEEK

The following table is a suggestion to illustrate the wide variety of options for filling a 2-day week with SOAR materials.

Key: T = Teacher-led, S = Student-led

Week #	Lesson #	Lesson #/Title	Day 1	Day 2
1	INTRO	GETTING STARTED	T: Intro objective: Better Grades in LESS Time, S: Complete Scorecard ¹	T: Distribute & Set-Up Supplies (Binder +Planner)
2	1	HOW ARE YOU SMART?	S: Read or complete Intro + Lesson 1	T: Use MMTT for direct instruction &/or group discussion, S: Take quiz ³ , complete "Skill Demonstration Form" ³
3	2	ESTABLISH YOUR PRIORITIES	S: Complete "Skill Demonstration Form" ³ from previous lesson, read or complete Lesson 2	T: Use MMTT for direct instruction &/or group discussion
4	3	IDENTIFY YOUR GOALS	S: Complete "Skill Demonstration Form" ³ from previous lesson, read or complete Lesson 3	T: Use MMTT for direct instruction &/or group discussion
5	4	SCHEDULE TIME TO TAKE ACTION	S: Complete "Skill Demonstration Form" ³ from previous lesson, read or complete Lesson 4	T: Use MMTT for direct instruction &/or group discussion
6	5	ORGANIZE YOUR PAPERS	S: Complete "Skill Demonstration Form" ³ from previous lesson, read or complete Lesson 5	T: Use MMTT for direct instruction &/or group discussion
7	6	ORGANIZE YOUR SPACE	S: Complete "Skill Demonstration Form" ³ from previous lesson, read or complete Lesson 6	T: Use MMTT for direct instruction &/or group discussion
8	7	ORGANIZE YOUR TIME	S: Complete "Skill Demonstration Form" ³ from previous lesson, read or complete Lesson 7	T: Use MMTT for direct instruction &/or group discussion
9	8	SECTION 4 INTRO + HOW TO SPEAK & LISTEN	S: Complete "Skill Demonstration Form" ³ from previous lesson, read or complete both Lessons, Intro + 8	T: Use MMTT for direct instruction &/or group discussion
10	9	HOW TO WORK W/TEACHERS & PEERS	S: Complete "Skill Demonstration Form" ³ from previous lesson, read or complete Lesson 9a+b	S: Complete Lesson 9b, T: Use MMTT for direct instruction &/or group discussion
11	10	HOW TO READ TEXTBOOKS	S: Complete "Skill Demonstration Form" ³ from previous lesson, read or complete Lesson 10a+b	S: Complete Lesson 10b, T: Use MMTT for direct instruction &/or group discussion
12	11	HOW TO TAKE & STUDY NOTES	S: Complete "Skill Demonstration Form" ³ from previous lesson, read or complete Lesson 11	T: Use MMTT for direct instruction &/or group discussion
13	12	HOW TO TAKE TESTS	S: Complete "Skill Demonstration Form" ³ from previous lesson, read or complete Lesson 12	T: Use MMTT for direct instruction &/or group discussion

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PACING GUIDE: ONE SEMESTER – 2 DAYS PER WEEK, CONTINUED

Week #	Lesson #	Lesson/Chapter Title	Day 1	Day 2
14	13	HOW TO WRITE PAPERS* (*This lesson is best to do in coordination with a research paper or essay assigned in another class.)	S: Complete “Skill Demonstration Form” ³ from previous lesson, read or complete Lesson 13	T: Use MMTT for direct instruction &/or group discussion
15	14	HOW TO GIVE A PRESENTATION** (**This lesson is best to do in coordination with a presentation assigned in another class and/or to prepare for the next phase of the Exit Presentations.)	S: Complete “Skill Demonstration Form” ³ from previous lesson, read or complete Lesson 14	T: Use MMTT for direct instruction &/or group discussion
16	15-17	<ul style="list-style-type: none"> • HOW TO USE LANGUAGE RESOURCES • TRACKING YOUR GRADES • MONITORING YOUR GOALS 	S: Complete “Skill Demonstration Form” ³ from previous lesson, read or complete Lesson 15+16, T: Discuss	S: Read or complete Lesson 16+17, T: Discussion, S: Complete quizzes ³ for L 15, 16, 17
17	18	RECOGNIZING YOUR ACHIEVEMENTS	Read or complete Lesson 18, T: Discuss	S: Complete “Skill Demonstration Form” for two lessons from L 15-18
18	REVIEW	EXIT PRESENTATION + SCORECARD	S: Compose a written version of the Exit Presentation (Summarize “Skill Demonstration Forms” from L1-18)	S: Complete Scorecard ⁶ for “post-test” data

NOTES

¹ The Scorecard is in two locations: the student app (students are *required* to take it before beginning lesson 1) and a printable version can be found in the Teacher’s Account (Dashboard > Teacher’s Guide > Student Assessments > Scorecard).

² From “Optional Activities,” which can be found in two locations: the Student App (as the final screen of each lesson) and in the Teacher’s Account (Dashboard > Presentation Tool > click lesson # > Optional Activities are within the first few screens).

³ MC quizzes are in two locations: the student software and Teacher’s Account. Printable MC and essay-style quizzes are in the Teacher’s Account (Dashboard > Teacher’s Guide > Student Assessments > Quizzes > click on lesson #).

³ If your students have access to BOTH software and books, we recommend they complete the lesson in the software on Day 2. On day 3 or 4, students review the content by the reading the correlating chapter in the book; many teachers choose this option to build reading skills.

⁴ Lessons 15-18 are extremely short and serve to synthesize much of what was taught in previous lessons.

⁵ The post-scorecard is available in two locations: the student app and the Teacher’s Guide. Graphs comparing the pre/post data can be found in the Teacher’s Account (Dashboard > Course Gradebook > Assessments tab). A printable version of the Scorecard is available in the Teacher’s Account (Dashboard > Teacher’s Guide > Student Assessments > Scorecard).

⁶ Sharing the Exit Presentations with peers is a very powerful way for students to learn from one another! For this reason, we recommend waiting until after all Exit Presentations are given/shared before assigning the Scorecard as a post-assessment.

ONE SEMESTER - 1 DAY PER WEEK

The following table is a suggestion to illustrate the wide variety of options for filling a 1-day week with SOAR materials.

Key: T = Teacher-led, S = Student-led

Week #	Lesson #	Lesson #/Title	Day 1
1	INTRO	GETTING STARTED	T: Intro objective: Better Grades in LESS Time, S: Complete Scorecard ¹ , Distribute & Set-Up Supplies (Binder +Planner)
2	1	HOW ARE YOU SMART?	S: Read/complete Intro + L 1, T: Use MMTT for instruction/discussion, S: Take quiz ³
3	2	ESTABLISH YOUR PRIORITIES	S: Read or complete L 2, T: Use MMTT for instruction/discussion, S: Take quiz ³
4	3	IDENTIFY YOUR GOALS	S: Read or complete L 3, T: Use MMTT for instruction/discussion, S: Take quiz ³
5	4	SCHEDULE TIME TO TAKE ACTION	S: Read or complete L 4, T: Use MMTT for instruction/discussion, S: Take quiz ³
6	5	ORGANIZE YOUR PAPERS	S: Read or complete L 5, T: Use MMTT for instruction/discussion, S: Take quiz ³
7	6	ORGANIZE YOUR SPACE	S: Read or complete L 6, T: Use MMTT for instruction/discussion, S: Take quiz ³
8	7	ORGANIZE YOUR TIME	S: Read or complete L 7, T: Use MMTT for instruction/discussion, S: Take quiz ³
9	8	SECTION 4 INTRO + HOW TO SPEAK & LISTEN	S: Read or complete L 8, T: Use MMTT for instruction/discussion, S: Take quiz ³
10	9	HOW TO WORK W/TEACHERS & PEERS	S: Read or complete L 9a+b, T: Use MMTT for instruction/discussion, S: Take quiz ³
11	10	HOW TO READ TEXTBOOKS	S: Read or complete L 10a+b, T: Use MMTT for instruction/discussion, S: Take quizzes ³
12	11	HOW TO TAKE & STUDY NOTES	S: Read or complete L 11, T: Use MMTT for instruction/discussion, S: Take quiz ³
13	12	HOW TO TAKE TESTS	S: Read or complete L 12, T: Use MMTT for instruction/discussion, S: Take quiz ³
14	13	HOW TO WRITE PAPERS* (*This lesson is best to do in coordination with a research paper or essay assigned in another class.)	S: Read or complete L 13, T: Use MMTT for instruction/discussion, S: Take quiz ³
15	14	HOW TO GIVE A PRESENTATION** (**This lesson is best to do in coordination with a presentation assigned in another class and/or to prepare for the next phase of the Exit Presentations.)	S: Read or complete L 14, T: Use MMTT for instruction/discussion, S: Take quiz ³
16	15-17 ⁴	<ul style="list-style-type: none"> • HOW TO USE LANGUAGE RESOURCES • TRACKING YOUR GRADES • MONITORING YOUR GOALS 	S: Read or complete L 15-17, T: Use MMTT for instruction/discussion, S: Take quiz ³
17	18	RECOGNIZING YOUR ACHIEVEMENTS	S: Read or complete L 18, T: Use MMTT for instruction/discussion, S: Take quiz ³
18	REVIEW	SCORECARD (POST- ASSESSMENT)	S: Complete Scorecard ⁵ for “post-test” data

NOTES

¹ The Scorecard is in two locations: the student app (students are *required* to take it before beginning lesson 1) and a printable version can be found in the Teacher’s Account (Dashboard > Teacher’s Guide > Student Assessments > Scorecard).

² From “Optional Activities,” which can be found in two locations: the Student App (as the final screen of each lesson) and in the Teacher’s Account (Dashboard > Presentation Tool > click lesson # > Optional Activities are within the first few screens).

³ MC quizzes are in two locations: the student software and Teacher’s Account. Printable MC and essay-style quizzes are in the Teacher’s Account (Dashboard > Teacher’s Guide > Student Assessments > Quizzes > click on lesson #).

³ If your students have access to BOTH software and books, we recommend they complete the lesson in the software on Day 2. On day 3 or 4, students review the content by the reading the correlating chapter in the book; many teachers choose this option to build reading skills.

⁴ Lessons 15-18 are extremely short and serve to synthesize much of what was taught in previous lessons.

⁵ The post-scorecard is available in two locations: the student app and the Teacher’s Guide. Graphs comparing the pre/post data can be found in the Teacher’s Account (Dashboard > Course Gradebook > Assessments tab). A printable version of the Scorecard is available in the Teacher’s Account (Dashboard > Teacher’s Guide > Student Assessments > Scorecard).

FULL-YEAR CLASSES

For classes that will meet for a full year, we strongly recommend covering the content in two layers; cover the core content in FULL during the first semester, then do a review and deeper dive into the content during second semester. In other words...

The primary objective of first semester is to deliver instruction and guide the initial practice of the skills. During the first semester, the teacher's primary role is "instructor," with occasional focus on "coaching" strategies.

The primary objective of second semester is to apply strategies to current coursework and to look for deeper applications of the strategies. During the second semester, the teacher's role transitions from primarily being an "instructor" to primarily being a "coach."

Even if the first semester class only met 1x/week, we recommend this approach for three reasons:

1. **This layered approach is a "best-practice" for optimal learning.** Layering new information -especially when that new information is about modifying daily actions and habits- is the best way to promote long-term integration and application.
2. **Students get a better appreciation for the *succinctness* and *integration* of all strategies.** If this content is dragged across 36 weeks, several holidays, and into "spring fever," students *will* lose a LOT of momentum!
3. **Students don't have to wait until April (spring fever season) before learning how to take notes or read textbooks!** It is much more effective for them to get at least some *exposure* to these strategies during the first semester so they can practice *applying* those strategies throughout all of second semester.

The Pacing Guide illustrates how this can work...

1ST SEMESTER

Follow the appropriate Pacing Guide for "One Semester." Whether you teach SOAR over one semester or extend instruction into a second semester, the pacing guides for "one semester" are appropriate for initial instruction.

Exit Presentations -a synthesizing assessment designed to "close" the course- are included on the "one semester" pacing guides. Even if your program will extend into a second semester, it is still appropriate (and strongly recommended) to conclude first semester with an Exit Presentation because it prompts students to:

- ✓ synthesize all that they have learned,
- ✓ reflect on how it currently applies to their life, and
- ✓ consider how these skills are likely to impact their future.

...All these insights will make their second semester of SOAR much more *meaningful* to them and *effective* for them. Also, doing the Exit Presentation at this mid-point -when a second semester immediate follows for continued practice- will have a greater impact on students' growth than waiting to do the Exit Presentation at the end of second semester, when there will be no opportunity for follow-up practice and coaching of these skills.

Naturally, assigning the Exit Presentations in the middle of the year will prompt students to ask, "Why do we have to do the Exit Presentations *now*, when we are NOT 'exiting' the class?" That is a fair question! The explanation is simple... they are "exiting" the first phase of the course and transitioning into a new phase, where the focus will tilt from "learning" into "practicing and applying" these skills.

2ND SEMESTER

Follow the Pacing Guide for "Second Semester;" it illustrates a "second layer" of instruction/coaching with the SOAR materials. As noted earlier, the teacher's role now transitions from "teacher" to "coach."

While the Pacing Guide illustrates a variety of suggestions for using the SOAR materials, top priority should be placed on guiding and coaching students through the *application and integration* of strategies to their current coursework!

1-1 Mini-Conferences

The process of learning study skills can be dramatically enriched by your personal encouragement, so we highly encourage 1-1 mini-conferences. These meetings can be extremely brief; just 3-10 minutes, 1 or 2 times per month/student make a *huge* difference! Of course, some students will need more time, so account for individual needs. Use this time to be an encouraging “cheerleader” and “remover of roadblocks,” not a “nag.”

HOW TO GRADE 2ND SEMESTER

As noted in our Getting Started guide, we strongly recommend grading this course as “credit/no credit,” especially for second semester. However, the following assessment recommendations can be translated to letter grades, as well:

- **Emphasize anecdotal observations.** The integration and application of strategies is the primary focus of second semester, so assessment should largely be focused on these observations. One suggestion is to aim for a weekly check-in of 1-2 specific strategies and assign a point-value (out of 10) for the frequency and accuracy of use.
- **Use assessments you did not assign during first semester.** For example, if you used the MC quizzes and Skill Demonstration Forms during first semester, assign the constructed response (essay questions) as a weekly assessment during second semester.
- **Use the same assessments from first semester.** Is there really any harm in students answering the same MC questions, six months later?
- **Spiral up...** have students extend their portfolio by doing a second round of the Skill Demonstration Form (SDF) for each topic (lesson). They can highlight new learning, growth from their previous SDF, or both!

How to Handle the Exit Presentation for Semester 2

The only thing more powerful than the synthesizing process of preparing an Exit Presentation... is to do it again!

If your students completed an Exit Presentation at the end of 1st semester (or beginning of second semester), then you have witnessed their power. They prompt students to reflect on their own learning, synthesize, and project it into their future. Exit Presentations also harness the power of positive peer pressure, as students learn disproportionately *more* from their peers during these presentations than they learned from both SOAR and you, all year long!

At the conclusion of a second semester, we recommend that students do an “updated” Exit Presentation that highlights new evidence, with a focus on growth from first semester.

FULL YEAR: SECOND SEMESTER - 5 DAYS PER WEEK

NOTE: Even if your course does not meet 5 days/week, you may want to review this guide for suggestions; the five-day plan illustrates the widest variety of options and instructional resources!

The following table is a *suggestion*, illustrating a possible approach for teaching a second semester of SLSS over a 5-day week. During second semester of SLSS, the teacher's role transitions from "instructor" into "coach" and the primary focus is on students' application and integration of skills into their current coursework.

Key: T = Teacher-led, S = Student-led

Week #	Lesson #	Lesson #/Title	Day 1	Day 2	Day 3	Day 4	Day 5
1/19	RECAP	WHERE DO WE GO NEXT?	T: What info did we learn, or insight did we gain, from each other's Exit Presentations?	T: Review the Scorecard ¹ pre and post results; where did you grow? Where can you improve?	T: Use MMITT for group discussion review of Introduction (in Lesson 1).	S: Guided homework session, T: Hold 1-1 conferences w/students.	S: Guided homework session, T: Hold 1-1 conferences w/students.
2/20	1	HOW ARE YOU SMART?	T: Use MMITT for group discussion review of Lesson 1.	S: "Multiple Intelligences Friends & Family" ² T: Hold 1-1 conferences.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conferences.	S: Watch a video and/or read an article ² followed by guided homework with 1-1 conferences.	S: Guided homework session, T: Conduct 1-1 conferences w/students.
3/21	2	ESTABLISH YOUR PRIORITIES	T: Use MMITT for group discussion review of Lesson 2.	S: "Setting Goals Maze." ² T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.	S: Watch a video and/or read an article ² . T: Hold 1-1 conf or small group instr.	S: Guided homework session. T: Hold 1-1 conf or small group instr.
4/22	3	IDENTIFY YOUR GOALS	T: Use MMITT for group discussion review of Lesson 3.	S: Complete "Ladder Goals" for current semester. ² T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.	S: Watch a video ² T: Hold 1-1 conf or small group instr.	S: Guided homework session. T: Hold 1-1 conf or small group instr.
5/23	4	SCHEDULE TIME TO TAKE ACTION	T: Use MMITT for group discussion review of Lesson 4.	S: Read "A Great Tool for Planning Big Projects," test the tool. ² T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.	S: Watch a video and/or read an article ² . T: Hold 1-1 conf or small group instr.	S: Guided homework session. T: Hold 1-1 conf or small group instr.
6/24	5	ORGANIZE YOUR PAPERS	T: Use MMITT for group discussion review of Lesson 5.	S: Read, "Why the SOAR Binder Is So Brain-Friendly" ² T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.	S: Watch a video and/or read an article ² . T: Hold 1-1 conf or small group instr.	S: Guided homework session. T: Hold 1-1 conf or small group instr.
7/25	6	ORGANIZE YOUR SPACE	T: Use MMITT for group discussion review of Lesson 6.	S: Read, "How to Organize Your Room." ² T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.	S: Watch a video and/or read an article ² . T: Hold 1-1 conf or small group instr.	S: Guided homework session. T: Hold 1-1 conf or small group instr.
8/26	7	ORGANIZE YOUR TIME	T: Use MMITT for group discussion review of Lesson 7.	S: Read, "How to Control Computer Distractions." ² T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.	S: Watch a video and/or read an article ² . T: Hold 1-1 conf or small group instr.	S: Guided homework session. T: Hold 1-1 conf or small group instr.
9/27	8	SECTION 4 INTRO + HOW TO SPEAK & LISTEN	T: Use MMITT for group discussion review of Lesson 8.	S: Read, "How to Shift out of Low-Gear Learning." ² T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.	S: Watch a video and/or read an article ² . T: Hold 1-1 conf or small group instr.	S: Guided homework session. T: Hold 1-1 conf or small group instr.
10/28	9	HOW TO WORK W/TEACHERS & PEERS	T: Use MMITT for group discussion review of Lesson 9.	S: Read, "Students: Increase Your Grades..." ² T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.	S: Guided homework session. T: Hold 1-1 conf or small group instr.	S: Guided homework session. T: Hold 1-1 conf or small group instr.

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2 ^N SEMESTER – 5 DAYS PER WEEK							
Week #	Lesson #	Lesson #/Title	Day 1	Day 2	Day 3	Day 4	Day 5
11/29	10	HOW TO READ TEXTBOOKS	T: Use MMITT for group discussion review of Lesson 10.	S: Try “Reading Speed Assessment.” ² T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.	S: Guided homework session. T: Hold 1-1 conf or small group instr.	S: Guided homework session. T: Hold 1-1 conf or small group instr.
12/30	11	HOW TO TAKE & STUDY NOTES	T: Use MMITT for group discussion review of Lesson 11.	S: Read “Note-Taking Tips” ² . T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.	S: Read “Additional Formats for Note-Taking.” ² T: Hold 1-1 conf or small group instr.	S: Guided homework session. T: Hold 1-1 conf or small group instr.
13/31	12	HOW TO TAKE TESTS	T: Use MMITT for group discussion review of Lesson 12.	S: Read “How to Study for a Math Test” ² . T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.	S: Read “How to Take a Test” ² . T: Hold 1-1 conf or small group instr.	S: Guided homework session. T: Hold 1-1 conf or small group instr.
14/32	13	HOW TO WRITE PAPERS* (*This lesson is best to do in coordination with a research paper or essay assigned in another class.)	T: Use MMITT for group discussion review of Lesson 13.	S: *Complete “Writing Planning Guide” and develop a 3-D organizer. ² T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.	S: Read, “How to Do Online Research & Verify Sources” ² . T: Hold 1-1 conf or small group instr.	S: Guided homework session. T: Hold 1-1 conf or small group instr.
15/33	14	HOW TO GIVE A PRESENTATION** (**This lesson is best to do in coordination with a presentation assigned in another class and/or to prepare for the next phase of the Exit Presentations.)	T: Use MMITT for group discussion review of Lesson 14.	S: **Complete “Report Planning Guide” ² for presentation. T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.	S: Develop 3-D organizer for presentation. ² T: Hold 1-1 conf or small group instr.	S: Guided homework session. T: Hold 1-1 conf or small group instr.
16/34	15-17	<ul style="list-style-type: none"> • HOW TO USE LANGUAGE RESOURCES • TRACKING YOUR GRADES • MONITORING YOUR GOALS 	T: Use MMITT for group discussion review of Lesson 15-17.	S: Read “How Students Should Set Goals.” ² T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.	S: Read, “Why It’s Important to Track Your Grades.” ² T: Hold 1-1 conf or small group instr.	S: Guided homework session. T: Hold 1-1 conf or small group instr.
17/35	18/ REVIEW	RECOGNIZING YOUR ACHIEVEMENTS & EXIT PRESENTATION PREP	T: Use MMITT for group discussion review of Lesson 18.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.	S: Prepare Exit Presentation	S: Prepare Exit Presentation	S: Prepare Exit Presentation
18/36	REVIEW	EXIT PRESENTATIONS + SCORECARD	S: Give Exit Presentations to class ⁶	S: Give Exit Presentations to class ⁶	S: Give Exit Presentations to class ⁶	S: Give Exit Presentations to class ⁶	T: Revisit the Study Skills Scorecard ³ and discuss patterns of growth

NOTES

¹ The Scorecard is in two locations: the student app (students are *required* to take it before beginning lesson 1) and a printable version can be found in the Teacher’s Account (Dashboard > Teacher’s Guide > Student Assessments > Scorecard).

² From “Optional Activities,” which can be found in two locations: the Student App (as the final screen of each lesson) and in the Teacher’s Account (Dashboard > Presentation Tool > click lesson # > Optional Activities are within the first few screens).

PACING GUIDE

FULL YEAR: SECOND SEMESTER - 4 DAYS PER WEEK

The following table is a *suggestion*, illustrating a possible approach for teaching a second semester of SLSS over a 4-day week. During second semester of SLSS, the teacher’s role transitions from “instructor” into “coach” and the primary focus is on students’ application and integration of skills into their current coursework.

Key: T = Teacher-led, S = Student-led

Week #	Lesson #	Lesson #/Title	Day 1	Day 2	Day 3	Day 4
1/19	RECAP	WHERE DO WE GO NEXT?	T: What info did we learn, or insight did we gain, from each other’s Exit Presentations?	T: Review the Scorecard ¹ pre and post results; where did you grow? Where can you improve?	T: Use MMTT for group discussion review of Introduction (in Lesson 1).	S: Guided homework session, T: Hold 1-1 conferences w/students.
2/20	1	HOW ARE YOU SMART?	T: Use MMTT for group discussion review of Lesson 1.	S: “Multiple Intelligences Friends & Family” ² T: Hold 1-1 conferences.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conferences.	S: Watch a video and/or read an article ² followed by guided homework with 1-1 conferences.
3/21	2	ESTABLISH YOUR PRIORITIES	T: Use MMTT for group discussion review of Lesson 2.	S: “Setting Goals Maze.” ² T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.	S: Watch a video and/or read an article ² . T: Hold 1-1 conf or small group instr.
4/22	3	IDENTIFY YOUR GOALS	T: Use MMTT for group discussion review of Lesson 3.	S: Complete “Ladder Goals” for current semester. ² T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.	S: Watch a video ² T: Hold 1-1 conf or small group instr.
5/23	4	SCHEDULE TIME TO TAKE ACTION	T: Use MMTT for group discussion review of Lesson 4.	S: Read “A Great Tool for Planning Big Projects,” test the tool. ² T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.	S: Watch a video and/or read an article ² . T: Hold 1-1 conf or small group instr.
6/24	5	ORGANIZE YOUR PAPERS	T: Use MMTT for group discussion review of Lesson 5.	S: Read, “Why the SOAR Binder Is So Brain-Friendly” ² T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.	S: Watch a video and/or read an article ² . T: Hold 1-1 conf or small group instr.
7/25	6	ORGANIZE YOUR SPACE	T: Use MMTT for group discussion review of Lesson 6.	S: Read, “How to Organize Your Room.” ² T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.	S: Watch a video and/or read an article ² . T: Hold 1-1 conf or small group instr.
8/26	7	ORGANIZE YOUR TIME	T: Use MMTT for group discussion review of Lesson 7.	S: Read, “How to Control Computer Distractions.” ² T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.	S: Watch a video and/or read an article ² . T: Hold 1-1 conf or small group instr.
9/27	8	SECTION 4 INTRO + HOW TO SPEAK & LISTEN	T: Use MMTT for group discussion review of Lesson 8.	S: Read, “How to Shift out of Low-Gear Learning.” ² T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.	S: Watch a video and/or read an article ² . T: Hold 1-1 conf or small group instr.
10/28	9	HOW TO WORK W/TEACHERS & PEERS	T: Use MMTT for group discussion review of Lesson 9.	S: Read, “Students: Increase Your Grades...” ² T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.	S: Guided homework session. T: Hold 1-1 conf or small group instr.



2nd Semester – 4 DAYS PER WEEK

Week #	Lesson #	Lesson #/Title	Day 1	Day 2	Day 3	Day 4
11/29	10	HOW TO READ TEXTBOOKS	T: Use MIMTT for group discussion review of Lesson 10.	S: Try “Reading Speed Assessment.” ² T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.	S: Guided homework session. T: Hold 1-1 conf or small group instr.
12/30	11	HOW TO TAKE & STUDY NOTES	T: Use MIMTT for group discussion review of Lesson 11.	S: Read “Note-Taking Tips” ² . T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.	S: Read “Additional Formats for Note-Taking.” ² T: Hold 1-1 conf or small group instr.
13/31	12	HOW TO TAKE TESTS	T: Use MIMTT for group discussion review of Lesson 12.	S: Read “How to Study for a Math Test” ² . T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.	S: Read “How to Take a Test” ² . T: Hold 1-1 conf or small group instr.
14/32	13	HOW TO WRITE PAPERS* (*This lesson is best to do in coordination with a research paper or essay assigned in another class.)	T: Use MIMTT for group discussion review of Lesson 13.	S: *Complete “Writing Planning Guide” and develop a 3-D organizer. ² T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.	S: Read, “How to Do Online Research & Verify Sources” ² . T: Hold 1-1 conf or small group instr.
15/33	14	HOW TO GIVE A PRESENTATION** (**This lesson is best to do in coordination with a presentation assigned in another class and/or to prepare for the next phase of the Exit Presentations.)	T: Use MIMTT for group discussion review of Lesson 14.	S: **Complete “Report Planning Guide” ² for presentation. T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.	S: Develop 3-D organizer for presentation. ² T: Hold 1-1 conf or small group instr.
16/34	15-17	<ul style="list-style-type: none"> • HOW TO USE LANGUAGE RESOURCES • TRACKING YOUR GRADES • MONITORING YOUR GOALS 	T: Use MIMTT for group discussion review of Lesson 15-17.	S: Read “How Students Should Set Goals.” ² T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.	S: Read, “Why It’s Important to Track Your Grades.” ² T: Hold 1-1 conf or small group instr.
17/35	18/ REVIEW	RECOGNIZING YOUR ACHIEVEMENTS & EXIT PRESENTATION PREP	T: Use MIMTT for group discussion review of Lesson 18.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.	S: Prepare Exit Presentation	S: Prepare Exit Presentation
18/36	REVIEW	EXIT PRESENTATIONS + SCORECARD	S: Give Exit Presentations to class ⁶	S: Give Exit Presentations to class ⁶	S: Give Exit Presentations to class ⁶	T: Revisit the Study Skills Scorecard ¹ and discuss patterns of growth

NOTES

¹ The Scorecard is in two locations: the student app (students are *required* to take it before beginning lesson 1) and a printable version can be found in the Teacher’s Account (Dashboard > Teacher’s Guide > Student Assessments > Scorecard).

² From “Optional Activities,” which can be found in two locations: the Student App (as the final screen of each lesson) and in the Teacher’s Account (Dashboard > Presentation Tool > click lesson # > Optional Activities are within the first few screens).

FULL YEAR: SECOND SEMESTER - 3 DAYS PER WEEK

The following table is a *suggestion*, illustrating a possible approach for teaching a second semester of SLSS over a 3-day week. During second semester of SLSS, the teacher's role transitions from "instructor" into "coach" and the primary focus is on students' application and integration of skills into their current coursework.

Key: T = Teacher-led, S = Student-led

Week #	Lesson #	Lesson #/Title	Day 1	Day 2	Day 3
1/19	RECAP	WHERE DO WE GO NEXT?	T: What info did we learn, or insight did we gain, from each other's Exit Presentations?	T: Review the Scorecard ¹ pre and post results; where did you grow? Where can you improve?	T: Use MMTT for group discussion review of Introduction (in Lesson 1).
2/20	1	HOW ARE YOU SMART?	T: Use MMTT for group discussion review of Lesson 1.	S: "Multiple Intelligences Friends & Family" ² T: Hold 1-1 conferences.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conferences.
3/21	2	ESTABLISH YOUR PRIORITIES	T: Use MMTT for group discussion review of Lesson 2.	S: "Setting Goals Maze." ² T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.
4/22	3	IDENTIFY YOUR GOALS	T: Use MMTT for group discussion review of Lesson 3.	S: Complete "Ladder Goals" for current semester. ² T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.
5/23	4	SCHEDULE TIME TO TAKE ACTION	T: Use MMTT for group discussion review of Lesson 4.	S: Read "A Great Tool for Planning Big Projects," test the tool. ² T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.
6/24	5	ORGANIZE YOUR PAPERS	T: Use MMTT for group discussion review of Lesson 5.	S: Read, "Why the SOAR Binder Is So Brain-Friendly" ² T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.
7/25	6	ORGANIZE YOUR SPACE	T: Use MMTT for group discussion review of Lesson 6.	S: Read, "How to Organize Your Room." ² T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.
8/26	7	ORGANIZE YOUR TIME	T: Use MMTT for group discussion review of Lesson 7.	S: Read, "How to Control Computer Distractions." ² T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.
9/27	8	SECTION 4 INTRO + HOW TO SPEAK & LISTEN	T: Use MMTT for group discussion review of Lesson 8.	S: Read, "How to Shift out of Low-Gear Learning." ² T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.
10/28	9	HOW TO WORK W/TEACHERS & PEERS	T: Use MMTT for group discussion review of Lesson 9.	S: Read, "Students: Increase Your Grades..." ² T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.



2nd Semester – 3 DAYS PER WEEK

Week #	Lesson #	Lesson #/Title	Day 1	Day 2	Day 3
11/29	10	HOW TO READ TEXTBOOKS	T: Use MIMTT for group discussion review of Lesson 10.	S: Try “Reading Speed Assessment.” ² T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.
12/30	11	HOW TO TAKE & STUDY NOTES	T: Use MIMTT for group discussion review of Lesson 11.	S: Read “Note-Taking Tips” ² . T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.
13/31	12	HOW TO TAKE TESTS	T: Use MIMTT for group discussion review of Lesson 12.	S: Read “How to Study for a Math Test” ² . T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.
14/32	13	HOW TO WRITE PAPERS* (*This lesson is best to do in coordination with a research paper or essay assigned in another class.)	T: Use MIMTT for group discussion review of Lesson 13.	S: *Complete “Writing Planning Guide” and develop a 3-D organizer. ² T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.
15/33	14	HOW TO GIVE A PRESENTATION** (**This lesson is best to do in coordination with a presentation assigned in another class and/or to prepare for the next phase of the Exit Presentations.)	T: Use MIMTT for group discussion review of Lesson 14.	S: **Complete “Report Planning Guide” ² for presentation. T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.
16/34	15-17	<ul style="list-style-type: none"> • HOW TO USE LANGUAGE RESOURCES • TRACKING YOUR GRADES • MONITORING YOUR GOALS 	T: Use MIMTT for group discussion review of Lesson 15-17.	S: Read “How Students Should Set Goals.” ² T: Hold 1-1 conf or small group instr.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.
17/35	18/ REVIEW	RECOGNIZING YOUR ACHIEVEMENTS & EXIT PRESENTATION PREP	T: Use MIMTT for group discussion review of Lesson 18.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.	S: Prepare Exit Presentation
18/36	REVIEW	EXIT PRESENTATIONS + SCORECARD	S: Give Exit Presentations to class ⁶	S: Give Exit Presentations to class ⁶	T: Revisit the Study Skills Scorecard ¹ and discuss patterns of growth

NOTES

¹ The Scorecard is in two locations: the student app (students are *required* to take it before beginning lesson 1) and a printable version can be found in the Teacher’s Account (Dashboard > Teacher’s Guide > Student Assessments > Scorecard).

² From “Optional Activities,” which can be found in two locations: the Student App (as the final screen of each lesson) and in the Teacher’s Account (Dashboard > Presentation Tool > click lesson # > Optional Activities are within the first few screens).

FULL YEAR: SECOND SEMESTER - 2 DAYS PER WEEK

The following table is a *suggestion*, illustrating a possible approach for teaching a second semester of SLSS over a 2-day week. During second semester of SLSS, the teacher’s role transitions from “instructor” into “coach” and the primary focus is on students’ application and integration of skills into their current coursework.

Key: T = Teacher-led, S = Student-led

Week #	Lesson #	Lesson #/Title	Day 1	Day 2
1/19	RECAP	WHERE DO WE GO NEXT?	T: What info did we learn, or insight did we gain, from each other’s Exit Presentations?	T: Review the Scorecard ¹ pre and post results; where did you grow? Where can you improve?
2/20	1	HOW ARE YOU SMART?	T: Use MMTT for group discussion review of Lesson 1.	S: “Multiple Intelligences Friends & Family” ² T: Hold 1-1 conferences.
3/21	2	ESTABLISH YOUR PRIORITIES	T: Use MMTT for group discussion review of Lesson 2.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.
4/22	3	IDENTIFY YOUR GOALS	T: Use MMTT for group discussion review of Lesson 3.	S: Complete “Ladder Goals” for current semester. ² T: Hold 1-1 conf or small group instr.
5/23	4	SCHEDULE TIME TO TAKE ACTION	T: Use MMTT for group discussion review of Lesson 4.	S: Read “A Great Tool for Planning Big Projects,” test the tool. ² T: Hold 1-1 conf or small group instr.
6/24	5	ORGANIZE YOUR PAPERS	T: Use MMTT for group discussion review of Lesson 5.	S: Read, “Why the SOAR Binder Is So Brain-Friendly” ² T: Hold 1-1 conf or small group instr.
7/25	6	ORGANIZE YOUR SPACE	T: Use MMTT for group discussion review of Lesson 6.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.
8/26	7	ORGANIZE YOUR TIME	T: Use MMTT for group discussion review of Lesson 7.	S: Read, “How to Control Computer Distractions.” ² T: Hold 1-1 conf or small group instr.
9/27	8	SECTION 4 INTRO + HOW TO SPEAK & LISTEN	T: Use MMTT for group discussion review of Lesson 8.	S: Read, “How to Shift out of Low-Gear Learning.” ² T: Hold 1-1 conf or small group instr.
10/28	9	HOW TO WORK W/TEACHERS & PEERS	T: Use MMTT for group discussion review of Lesson 9.	S: Read, “Students: Increase Your Grades...” ² T: Hold 1-1 conf or small group instr.
11/29	10	HOW TO READ TEXTBOOKS	T: Use MMTT for group discussion review of Lesson 10.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.
12/30	11	HOW TO TAKE & STUDY NOTES	T: Use MMTT for group discussion review of Lesson 11.	S: Read “Note-Taking Tips” ² . T: Hold 1-1 conf or small group instr.
13/31	12	HOW TO TAKE TESTS	T: Use MMTT for group discussion review of Lesson 12.	S: Read “How to Study for a Math Test” ² . T: Hold 1-1 conf or small group instr.
14/32	13	HOW TO WRITE PAPERS* (*This lesson is best to do in coordination with a research paper or essay assigned in another class.)	T: Use MMTT for group discussion review of Lesson 13.	S: *Complete “Writing Planning Guide” and develop a 3-D organizer. ² T: Hold 1-1 conf or small group instr.
15/33	14	HOW TO GIVE A PRESENTATION** (**This lesson is best to do in coordination with a presentation assigned in another class and/or to prepare for the next phase of the Exit Presentations.)	T: Use MMTT for group discussion review of Lesson 14.	S: **Complete “Report Planning Guide” ² for presentation. T: Hold 1-1 conf or small group instr.
16/34	15-17	<ul style="list-style-type: none"> ● HOW TO USE LANGUAGE RESOURCES ● TRACKING YOUR GRADES ● MONITORING YOUR GOALS 	T: Use MMTT for group discussion review of Lesson 15-17.	S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ² T: Hold 1-1 conf or small group instr.
17/35	18/ REVIEW	RECOGNIZING YOUR ACHIEVEMENTS & EXIT PRESENTATION PREP	T: Use MMTT for group discussion review of Lesson 18.	S: Prepare Exit Presentation
18/36	REVIEW	EXIT PRESENTATIONS + SCORECARD	S: Give Exit Presentations to class ⁶	T: Revisit the Study Skills Scorecard ¹ and discuss patterns of growth

NOTES

¹ The Scorecard is in two locations: the student app (students are *required* to take it before beginning lesson 1) and a printable version can be found in the Teacher’s Account (Dashboard > Teacher’s Guide > Student Assessments > Scorecard).

² From “Optional Activities,” which can be found in two locations: the Student App (as the final screen of each lesson) and in the Teacher’s Account (Dashboard > Presentation Tool > click lesson # > Optional Activities are within the first few screens).

FULL YEAR: SECOND SEMESTER - 1 DAY PER WEEK

The following table is a *suggestion*, illustrating a possible approach for teaching a second semester of SLSS over a 2-day week. During second semester of SLSS, the teacher's role transitions from "instructor" into "coach" and the primary focus is on students' application and integration of skills into their current coursework.

Key: T = Teacher-led, S = Student-led

Week #	Lesson #	Lesson #/Title	Day 1
1/19	RECAP	WHERE DO WE GO NEXT?	T: What info did we learn, or insight did we gain, from each other's Exit Presentations? T: Review the Scorecard ¹ pre and post results; where did you grow? Where can you improve?
2/20	1	HOW ARE YOU SMART?	T: Use MMTT for group discussion review of Lesson 1.
3/21	2	ESTABLISH YOUR PRIORITIES	T: Use MMTT for group discussion review of Lesson 2. S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ²
4/22	3	IDENTIFY YOUR GOALS	T: Use MMTT for group discussion review of Lesson 3. S: Complete "Ladder Goals" for current semester. ²
5/23	4	SCHEDULE TIME TO TAKE ACTION	T: Use MMTT for group discussion review of Lesson 4. Assign partners for turn-n-talk discussion and/or complete Writing prompts. ²
6/24	5	ORGANIZE YOUR PAPERS	T: Use MMTT for group discussion review of Lesson 5. S: Read, "Why the SOAR Binder Is So Brain-Friendly" ²
7/25	6	ORGANIZE YOUR SPACE	T: Use MMTT for group discussion review of Lesson 6. T: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ²
8/26	7	ORGANIZE YOUR TIME	T: Use MMTT for group discussion review of Lesson 7. S: Read, "How to Control Computer Distractions."
9/27	8	SECTION 4 INTRO + HOW TO SPEAK & LISTEN	T: Use MMTT for group discussion review of Lesson 8. S: Read, "How to Shift out of Low-Gear Learning." ²
10/28	9	HOW TO WORK W/TEACHERS & PEERS	T: Use MMTT for group discussion review of Lesson 9. S: Read, "Students: Increase Your Grades..." ²
11/29	10	HOW TO READ TEXTBOOKS	T: Use MMTT for group discussion review of Lesson 10. S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ²
12/30	11	HOW TO TAKE & STUDY NOTES	T: Use MMTT for group discussion review of Lesson 11. S: Read "Note-Taking Tips" ² .
13/31	12	HOW TO TAKE TESTS	T: Use MMTT for group discussion review of Lesson 12. S: Read "How to Study for a Math Test" ² .
14/32	13	HOW TO WRITE PAPERS* (*This lesson is best to do in coordination with a research paper or essay assigned in another class.)	T: Use MMTT for group discussion review of Lesson 13. S: *Comp. "Writing Planning Guide" and develop a 3-D organizer. ²
15/33	14	HOW TO GIVE A PRESENTATION** (**This lesson is best to do in coordination with a presentation assigned in another class and/or to prepare for the next phase of the Exit Presentations.)	T: Use MMTT for group discussion review of Lesson 14. S: **Comp. "Report Planning Guide" ² for
16/34	15-17	<ul style="list-style-type: none"> ● HOW TO USE LANGUAGE RESOURCES ● TRACKING YOUR GRADES ● MONITORING YOUR GOALS 	T: Use MMTT for group discussion review of Lesson 15-17. S: Assign partners for turn-n-talk discussion and/or complete Writing prompts. ²
17/35	18/ REVIEW	RECOGNIZING YOUR ACHIEVEMENTS & EXIT PRESENTATION PREP	T: Use MMTT for group discussion review of Lesson 18.
18/36	REVIEW	EXIT PRESENTATIONS + SCORECARD	T: Revisit the Study Skills Scorecard ¹ and discuss patterns of growth

NOTES

¹The Scorecard is in two locations: the student app (students are *required* to take it before beginning lesson 1) and a printable version can be found in the Teacher's Account (Dashboard > Teacher's Guide > Student Assessments > Scorecard).

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