

Department of Equity, Curriculum and Instruction

# Study Skills

Electives (Related Arts)

Middle School – Grades 6 thru 8

Revised: July 2019

Approved by the Montclair Board of Education: August 2019



### Electives Overview

The Study Skills elective is one that provides students with study skills, tips, strategies, and provides homework support for students to improve their overall academic performance. This course will give students various methods for how to improve their academic independence and help them to gain confidence by giving them the tools to succeed. Students elect to take this course as it provides an opportunity to receive additional instruction and support to help further support them in their core classes.

### Montclair Public School Elective Overview

#### Instructional Plan

**Course: Study Skills**

**Marking Period or Trimester: Semester course (Two Marking Periods)**

**Pacing: # of weeks: 20 weeks**

#### NJSLS

**Anchor Standard**

**Strand 1:**

**Strand 2:**

**Strand 3:**

#### Framing the Learning

| Timeframe  | Big Ideas   | Essential Questions  | Enduring Understandings   |
|--|---|--|---|
| <b>Week 1<br/>Self-Assessment &amp;<br/>Goal Setting</b> | Students will: <ul style="list-style-type: none"> <li>Identify their academic strengths and weaknesses in terms of study habits, classroom habits, note-taking</li> </ul> | How does effective and thoughtful self-evaluation help with goal setting?<br>Why is goal setting so important in terms of measuring success? | Students must self-reflect to see what areas they are struggling in so that they can further develop these skills. Additionally, goal setting helps to establish accountability for what you wish to achieve. |

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|  | <p>skills, time management, and goal setting</p> <ul style="list-style-type: none"> <li>Students will set goals for the course as to what they hope to learn/gain from the course</li> </ul>  |   |  |
| <b>Week 2<br/>Self-Assessment &amp;<br/>Goal Setting</b> | <p>Students will:</p> <ul style="list-style-type: none"> <li>Identify their academic strengths and weaknesses in terms of study habits, classroom habits, note-taking skills, time management, and goal setting</li> <li>Students will set goals for the course as to what they hope to learn/gain from the course</li> </ul> | <p>How does effective and thoughtful self-evaluation help with goal setting?<br/>Why is goal setting so important in terms of measuring success?</p>  | <p>Students must self-reflect to see what areas they are struggling in so that they can further develop these skills. Additionally, goal setting helps to establish accountability for what you wish to achieve.</p> |
| <b>Week 3<br/>Organization</b>                           | <p>Students will learn:</p> <ul style="list-style-type: none"> <li>The importance of organization in academics and as a life skill</li> <li>Strategies that help with establishing organization</li> <li>Strategies for how to continue to maintain organizational practices</li> </ul>                                       | <p>Why is organization critical for success?<br/>How does disorganization lead to a decrease in student performance?<br/>What are some successful organizational practices that you view as successful?</p> | <p>Students will take their learned knowledge about organization strategies and continue to reinforce these goals throughout the semester.</p>   |
| <b>Week 4<br/>Organization</b>                           | <p>Students will:</p> <ul style="list-style-type: none"> <li>Identify three organizational strategies they will implement moving forward.</li> <li>They will evaluate their selected strategies at the end of the course.</li> <li>Set organizational goals.</li> </ul>   | <p>Why is organization critical for success?<br/>How does disorganization lead to a decrease in student performance?<br/>What are some successful organizational practices that you view as successful?</p> | <p>Students will take their learned knowledge about organization strategies and continue to reinforce these goals throughout the semester.</p>   |
| <b>Week 5<br/>Time Management</b>                        | <p>Students will:</p> <ul style="list-style-type: none"> <li>Learn about various strategies for time management</li> <li>Fill in a calendar of their activities</li> </ul>  | <p>What is the definition of effective time management?<br/>How does managing time effectively improve your academic performance?<br/>How is procrastination related to time management?</p>                | <p>Students will learn different ways they can manage their time effectively, and how to incorporate that as a life skill moving forward.</p>  |

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|                                   | <ul style="list-style-type: none"> <li>• Create a daily, weekly, monthly schedule which includes all academic and extracurricular activities</li> <li>• Set goals for time management.</li> </ul>   |  |   |
| <b>Week 6<br/>Time Management</b> | <p>Students will:</p> <ul style="list-style-type: none"> <li>• Learn about various strategies for time management</li> <li>• Fill in a calendar of their activities</li> <li>• Create a daily, weekly, monthly schedule which includes all academic and extracurricular activities</li> <li>• Set goals for time management.</li> </ul> | <p>What is the definition of effective time management?<br/>How does managing time effectively improve your academic performance?<br/>How is procrastination related to time management?</p> | <p>Students will learn different ways they can manage their time effectively, and how to incorporate that as a life skill moving forward.</p> |
| <b>Week 7<br/>Study Skills</b>    | <p>Students will:</p> <ul style="list-style-type: none"> <li>• Learn that various subject areas have different study skills habits/strategies that are proven effective</li> <li>• Students will explore the various ways to study by subject area.</li> </ul>  | <p>Why are study skills so important?<br/>How can improving study skills lead to academic success?<br/>Are study skills for home, the classroom, or for both?</p>                            | <p>Students will learn how to incorporate various study skills both on a general level, and by subject area.</p>                              |
| <b>Week 8<br/>Study Skills</b>    | <p>Students will:</p> <ul style="list-style-type: none"> <li>• Learn that various subject areas have different study skills habits/strategies that are proven effective</li> <li>• Students will explore the various ways to study by subject area.</li> </ul>  | <p>Why are study skills so important?<br/>How can improving study skills lead to academic success?<br/>Are study skills for home, the classroom, or for both?</p>                            | <p>Students will learn how to incorporate various study skills both on a general level, and by subject area.</p>                              |
| <b>Week 9<br/>Study Skills</b>    | <p>Students will:</p> <ul style="list-style-type: none"> <li>• Learn that various subject areas have different study skills habits/strategies that are proven effective</li> <li>• Students will explore the various ways to study by subject area.</li> </ul>  | <p>Why are study skills so important?<br/>How can improving study skills lead to academic success?<br/>Are study skills for home, the classroom, or for both?</p>                            | <p>Students will learn how to incorporate various study skills both on a general level, and by subject area.</p>                              |

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| <p><b>Week 10</b><br/><b>Study Skills</b></p>       | <p>Students will:</p> <ul style="list-style-type: none"> <li>Learn that various subject areas have different study skills habits/strategies that are proven effective</li> <li>Students will explore the various ways to study by subject area.</li> </ul>  | <p>Why are study skills so important?<br/>How can improving study skills lead to academic success?<br/>Are study skills for home, the classroom, or for both?</p> | <p>Students will learn how to incorporate various study skills both on a general level, and by subject area.</p>                        |
| <p><b>Week 11</b><br/><b>Note-Taking Skills</b></p> | <p>Students will:</p> <ul style="list-style-type: none"> <li>Learn how to take notes from a textbook</li> <li>How to take notes from a teacher lecture (verbal)</li> <li>How to take notes from the board</li> <li>How to highlight, underline, and emphasize parts of their notes to enhance learning</li> <li>Learn various strategies for note-taking</li> </ul> | <p>Why is note-taking important for academic performance?<br/>How does strong note-taking skills lead to an increase in confidence and content knowledge?</p>     | <p>Students will learn that note-taking skills from all types of instructional forms are beneficial in every classroom environment.</p> |
| <p><b>Week 12</b><br/><b>Note-Taking Skills</b></p> | <p>Students will:</p> <ul style="list-style-type: none"> <li>Learn how to take notes from a textbook</li> <li>How to take notes from a teacher lecture (verbal)</li> <li>How to take notes from the board</li> <li>How to highlight, underline, and emphasize parts of their notes to enhance learning</li> <li>Learn various strategies for note-taking</li> </ul> | <p>Why is note-taking important for academic performance?<br/>How does strong note-taking skills lead to an increase in confidence and content knowledge?</p>     | <p>Students will learn that note-taking skills from all types of instructional forms are beneficial in every classroom environment.</p> |
| <p><b>Week 13</b><br/><b>Note-Taking Skills</b></p> | <p>Students will:</p> <ul style="list-style-type: none"> <li>Learn how to take notes from a textbook</li> <li>How to take notes from a teacher lecture (verbal)</li> </ul>  | <p>Why is note-taking important for academic performance?<br/>How does strong note-taking skills lead to an increase in confidence and content knowledge?</p>     | <p>Students will learn that note-taking skills from all types of instructional forms are beneficial in every classroom environment.</p> |

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|   | <ul style="list-style-type: none"> <li>• How to take notes from the board</li> <li>• How to highlight, underline, and emphasize parts of their notes to enhance learning</li> <li>• Learn various strategies for note-taking</li> </ul>                               |  |   |
| <b>Week 14<br/>Test-Taking Strategies</b>       | <p>Students will:</p> <ul style="list-style-type: none"> <li>• Learn about test-taking strategies</li> <li>• How to manage time on an assessment</li> <li>• How to manage stress and anxiety on assessments</li> </ul>  | How do test-taking strategies help ease anxiety while taking an assessment?                      | Test-taking strategies are helpful for any type of assessment and question type.                        |
| <b>Week 15<br/>Test-Taking Strategies</b>       | <p>Students will:</p> <ul style="list-style-type: none"> <li>• Learn about test-taking strategies</li> <li>• How to manage time on an assessment</li> <li>• How to manage stress and anxiety on assessments</li> </ul>  | How do test-taking strategies help ease anxiety while taking an assessment?                      | Test-taking strategies are helpful for any type of assessment and question type.                        |
| <b>Week 16<br/>Effective Reading Strategies</b> | <p>Students will:</p> <ul style="list-style-type: none"> <li>• Learn how to actively read passages and textbook readings</li> <li>• Learn how to extract critical information from a reading or passage</li> <li>• Learn how to outline a textbook passage</li> </ul> | How does effective reading and note-taking strategies work together to achieve academic success? | Effective reading strategies are critical for note-taking skills, which ultimately affect study skills. |
| <b>Week 17<br/>Effective Reading Strategies</b> | <p>Students will:</p> <ul style="list-style-type: none"> <li>• Learn how to actively read passages and textbook readings</li> <li>• Learn how to extract critical information from a reading or passage</li> </ul>  | How does effective reading and note-taking strategies work together to achieve academic success? | Effective reading strategies are critical for note-taking skills, which ultimately affect study skills. |

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|  | Learn how to outline a textbook passage  |   |   |
| <b>Week 18<br/>Share Best Practices</b>      | <p>Students will:</p> <ul style="list-style-type: none"> <li>• Share three skills, strategies, methods they learned to help achieve academic success</li> <li>• Share their best practices with their classmates</li> </ul>  | <p>How does sharing best practices help with improvement?<br/>How can you learn from others in terms of what strategies are better than others?</p> | <p>Sharing best practices helps a group of students to learn from their mistakes, self-evaluate, and offer feedback as a collective group.</p>            |
| <b>Week 19<br/>Share Best Practices</b>      | <p>Students will:</p> <ul style="list-style-type: none"> <li>• Share three skills, strategies, methods they learned to help achieve academic success</li> <li>• Share their best practices with their classmates</li> </ul>  | <p>How does sharing best practices help with improvement?<br/>How can you learn from others in terms of what strategies are better than others?</p> | <p>Sharing best practices helps a group of students to learn from their mistakes, self-evaluate, and offer feedback as a collective group.</p>            |
| <b>Week 20<br/>Evaluate Overall Progress</b> | <p>Students will:</p> <ul style="list-style-type: none"> <li>• Evaluate their goals that were set in the beginning of the semester</li> <li>• Identify the best organizational strategy for themselves</li> <li>• Identify the most useful study skills</li> <li>• Areas that are still in need of improvement or further development</li> </ul> | <p>How does self-evaluation help to promote growth and progress?</p>  | <p>Self-evaluation allows for students to see if they accomplished the goals that were initially set. This allows for further development and growth.</p> |

| Evidence of Learning  |
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| <ul style="list-style-type: none"> <li>• Teacher observations/notes</li> <li>• Self-reflections</li> <li>• Checklists</li> <li>• Record keeping (Genesis)</li> <li>• Teacher feedback</li> <li>• Classroom grades</li> <li>• Assessment scores</li> </ul> |

- Effective use of classwork/homework time



**DIFFERENTIATION**

| Special Education  | ELL   | Intervention   | Acceleration   |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student’s IEP or 504 plan</li> <li>● Prioritize instruction</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading and tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> <li>● Monitor student progress frequently</li> <li>● Utilize flexible/cooperative grouping based on instructional goals</li> <li>● Prioritize and chunk lengthy assignments</li> <li>● Utilize assistive technology, when appropriate</li> <li>● Provide ongoing, effective, specific feedback</li> <li>● Model/Utilize graphic organizers</li> <li>● Provide leveled reading materials</li> <li>● Utilize visual aids and props (flashcards, pictures, symbols) when possible</li> <li>● Utilize a multi-sensory approach to new topics</li> </ul> | <ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Set high expectations</li> <li>● Learn/Utilize/Display some words in student’s heritage language</li> <li>● Allow electronic translator</li> <li>● Reword, repeat, and clarify directions</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● Refer to NJDOE Resources: <a href="https://www.state.nj.us/education/bilingual/resources/">https://www.state.nj.us/education/bilingual/resources/</a></li> <li>● NJDOE ELL Support Descriptions: <a href="https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> </ul> <p><b>*Review Special Education list for additional recommendations.*</b></p> | <ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVision intervention supports</li> <li>● NJDOE resources</li> </ul> | <ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: abstraction, complexity, variety, organization</li> <li>● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> </ul> |

