Course Title: Study Skills

Subject: Study Skills

Grade Level: 7

Duration: Middle School Cycle

Prerequisite: None

Elective or Required: Required

Department Mission Statement:

The mission of Social Studies in the Glen Ridge schools is to ignite students’ passion to become responsible, productive, and active citizens within a democratic society. The Social Studies curriculum will develop the students’ understanding of themselves and their environment, encompassing an awareness of the United States as part of a global society. The curriculum stresses an educational environment which teaches respect for cultural, political, gender, racial and ethnic diversity. Authentic learning opportunities will empower students with critical thinking, problem-solving, thoughtful decision-making, communication, and leadership skills. Students will study historical, geographical, social, political and economic issues that shape the world. The Social Studies program will provide students with the knowledge and understanding of the past which is essential for successfully navigating the present and future.

Course Description:

The formula for a successful academic career has many components. Students need to acquire the ability to problem solve, take notes, read critically and to be organized to name just a few. Students who acquire these skills, he or she would naturally do much better on tests and projects in all of their classes. The focus of the six-week study skills course is to expose each student to the skills necessary for success and to provide them with the ability to utilize these skills in their other classes. Throughout the course, students will learn how to take notes, organize themselves, read for main ideas, problem solve, manage their time, and how to take tests. If used properly, the information in this class can improve grades and increase learning throughout each student’s academic career.
Organization
Unit 1

Approximate # Of Weeks: 7 (One Week start up)

(Lessons in this unit will continue on in “background” as we venture through the cycle.)

Essential Questions:

How does a student become organized and maintain that organization throughout the school year?

Upon completion of this unit students will be able to:

Students will be able to keep a well-organized study area. 9.1.12.F.2

Students will be able to organize all class documents into Google Drive in an orderly fashion and be able to easily retrieve them. 9.1.12.F.2

Students will be able to keep track of all of their assignments and develop better study habits via Google Calendar. 9.1.12.F.2

Students will be able to explain where the best place to study is and how does a student keep that area well organized and supplied? 9.1.12.F.2

Activities – include 21st Century Technologies:

Student activity games to get them involved in providing
answers to the days activities.

- Use of Google Calendar to get students to list each and every assignment each day for each of their classes. This will also be used for benchmarking major assignments.
- Students will work in groups sporadically throughout unit to answer essential questions. They will then present and explain group findings to class.
- Broken into groups students will compete with each other as they compete in a think pair and share game that answers the question, what to keep in your homework survival pack?

**Enrichment Activities:**

Students will keep an organized Google Drive and Google Calendar throughout the cycle to learn and to demonstrate organization.

Students will create a to do list and schedule which they will follow for one week. They will check off the things they have completed as they do them and learn to more effectively manage their time.

**Methods of Assessments/Evaluation:**

- Poll Everywhere /Marzano closure
- Tests
- Thumbs up/Thumbs down
- Think/Pair/Share
- Participation in the group assignments/activities
- Keeping current on Google Drive/Calendar

**Resources/Including Online Resources**

- Study Skills textbook written by Christopher Savio
- Smart Board
- Google Classroom

**Note Taking/Reading Comprehension**

**Unit: 2**

**Approximate # Of Weeks:** 2

**Essential Questions:**

How does one only record essential information while taking notes?
How does one glean the main idea and supporting details from written text and or test questions?

Upon completion of this unit students will be able to:

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R2.

Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R1.

Take notes when given a text or passage by only taking out the necessary and main ideas.

Be able to create take notes using either the SQ3R, outlining, or chart method to organize information

Activities – include 21st Century Technologies:

- Group/Teacher led learning about how to arrive at main ideas
- Students will learn how to SQ3R/note take as a class and practice determining main ideas.
- Student activity games to get them involved in providing answers to the day’s activities.
- Use of poll anywhere app to get student response upon lessons and their honest understanding of the material presented.
- Students will work in groups sporadically throughout unit to answer essential questions. They will then present and explain group findings to class.
- Students will practice outlining by using current event articles during class.

Enrichment Activities:

Students will create their own outlines on any subject they choose and share with the class. They will demonstrate the different note taking techniques and methods. (SQ3R, chart or outline methods)

Methods of Assessments/Evaluation:

- Poll Everywhere /Marzano closure
- Tests
- Thumbs up/Thumbs down
• Give Choice of assessment
• Think/Pair/Share
• Participation in the group assignments/activities

Resources/Including Online Resources

• Study Skills textbook written by Chris Savio
teacher Webpage
• Smart Board
• Google Classroom

Becoming a Better Test Taker
Unit: 3

Approximate # Of Weeks: 1

Essential Questions:
How does one take a test with a higher degree of confidence and success?

How does one find answers suggested or existing in a test?

Upon completion of this unit students will be able to:

Students will be able to identify how a student can find answers buried within the content of an exam.

Students will be able to approach a multiple-choice test with a higher degree of confidence and success by understanding how the questions are constructed and what answer clues are given. 9.1.12.F.2

Students will be able to approach a True/False test with a higher degree of confidence and success by understanding how the questions are constructed and what answer clues are given. 9.1.12.F.2

Students will be able to approach an essay test with a higher degree of confidence and success by understanding how the questions are constructed and what answer clues are given. 9.1.12.F.2

Activities – include 21st Century Technologies:

• Group/Teacher led learning about different testing strategies

• Students will take practice tests together and in order to locate answers and employ methods as a team in increase confidence and test awareness.

• Student activity games to get them involved in providing
answers to the days activities.

• Use of poll anywhere app to get student response upon lessons and their honest understanding of the material presented.

• Students will work in groups sporadically throughout unit to answer essential questions. They will then present and explain group findings to class.

**Enrichment Activities:**
Students will create their own tests on a any subject they choose and share with the class. They will demonstrate the different test taking techniques and methods for answering discussed and practiced in class.

**Methods of Assessments/Evaluation:**

- Poll Everywhere /Marzano closure
- Tests
- Thumbs up/Thumbs down
- Give Choice of assessment
- Think/Pair/Share
- Participation in the group assignments/activities

**Resources/Including Online Resources**

- Study Skills textbook written by Chris Savio
- Teacher Webpage
- Smart Board
- Google Classroom

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Memory  
Unit: 4

**Approximate # Of Weeks:** 2

**Essential Questions:**

How does long and short-term memory work?

Why does a person’s brain put certain items into long-term memory?

What study techniques should be employed to improve memory?

**Upon completion of this unit students will be able to:**
Students will be able to explain the difference between short and long term memory.

Students will be able to describe how to get information they are studying from short to long-term memory.

Students will be able to identify what things their brains stores in long-term memory.

Students will be able to study and prepare for a test using long-term memory techniques, thus getting better grades upon their tests? 9.1.12.F.2

**Activities – include 21st Century Technologies:**

- Student activity games to get them involved in providing answers to the day’s activities.
- Use of poll anywhere app to get student response upon lessons and their honest understanding of the material presented.
- Students will work in groups sporadically throughout unit to answer essential questions. They will then present and explain group findings to class.

**Enrichment Activities:**

Students will compete in a song writing and singing contest broken up into groups. In groups, students will memorize random items using song composition and compete amongst each other demonstrating the lesson on how store things in their long term memories? The contest will be for fun, but will reinforce lessons learned in class in fun and active way.

**Methods of Assessments/Evaluation:**

- Poll Everywhere /Marzano closure
- Tests
- Thumbs up/Thumbs down
- Give Choice of assessment
- Think/Pair/Share
- Participation in the group assignments/activities

**Resources/Including Online Resources**

- Study Skills Textbook written by Chris Savio
- Teacher Webpage
- Smart board
- Google Drive
Study Techniques
Unit: 5

Approximate # Of Weeks: 1

Essential Questions:
How does a student become a better studier?
What should a student study for a test?
How much time should a student spend studying for a test?
What are the best study conditions?

Upon completion of this unit students will be able to:
Students will be able to explain the difference between studying hard and studying more effectively.
Students will be able to identify the correct amount of time to study and when should one start studying.
Students will be able to identify where in their homes is the best place to study.
Students will be able to determine what should one study before a test and how they out what is on the test.

Activities – include 21st Century Technologies:

- Student activity games to get them involved in providing answers to the days activities.
- Use of poll anywhere app to get student response upon lessons and their honest understanding of the material presented.
- Students will work in groups sporadically throughout unit to answer
essential questions. They will then present and explain group findings to class.

**Enrichment Activities:**

Students will play a think/pair/share game in class where they will determine the best ways to study and prepare for a test.

**Methods of Assessments/Evaluation:**

- Poll Everywhere /Marzano closure
- Thumbs up/Thumbs down
- Give Choice of assessment
- Think/Pair/Share
- Participation in the group assignments/activities

**Resources/Including Online Resources**

- Study Skills Textbook written by Chris Savio
- Google Classroom
- Smart board
- Google Drive