

**HILLSDALE PUBLIC SCHOOLS**

**Hillsdale, New Jersey**

**STUDY SKILLS CURRICULUM**

**Kindergarten – Grade Eight**

**2010**

## **PURPOSE**

The Hillsdale Study Skills Curriculum is to be infused as part of the total Hillsdale Curriculum frame work including the Media Curriculum. The array of study skills for all grade levels are integrated and emphasized as per the NJ Core Curriculum Standards. The Study Skills Curriculum is designed to contribute to students achieving the expected results set forth in the standards. The linking of study skills will enable youngsters to use critical thinking skills, decision making skills and problem solving skills.

Students can obtain knowledge and still in a multiplicity of ways. The study skills curriculum is designed to be construed and applied as integrating aspects of teaching and learning.

## **STUDY SKILLS GOALS AS RELATED TO THE NJ CORE CURRICULUM STANDARDS**

Students will be expected to address issues related to personal development, such as accepting responsibility for their own learning. A major cumulative progress indicator is the application of study skills to expand their own knowledge and skills.

## **STUDY SKILL GOALS**

The student will be able to use essential study skills to analyze and evaluate information sources.

The students will understand the significance of language arts and literacy skills as keys to success in all areas of learning.

The students will utilize “How to study Skills” – SQ3R

# STUDY SKILLS CURRICULUM

## PHILOSOPHY

Study skills are an essential tool for learning! Much like reading, numerical concepts and applications, computer literacy and process writing, study skills are modeled, introduced, taught, rehearsed, and applied. The goal is to eventually have students independently incorporate these skills into their individual repertoire of how to seek new knowledge, organize information, and apply previously acquired knowledge to problem-solving tasks.

As with all curriculum which builds toward life-long learning, we hope to accomplish in our students the ability to utilize study skills to achieve their overall success. Computer skills and specific pre-reading and post-reading strategies are outlined in their respective curriculum guides; therefore, they are not addressed in this scope and sequence.

## **CROSS – CONTENT**

### **WORKPLACE READINESS STANDARDS AND INDICATORS**

#### **STANDARD 1 – ALL STUDENTS WILL DEVELOP CAREER PLANNING AND WORKPLACE READINESS SKILLS**

##### **CUMULATIVE PROGRESS INDICATORS**

- 1.1 Demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting along with others, needed to get a keep a job.

#### **STANDARD 2 – ALL STUDENTS WILL USE INFORMATION, TECHNOLOGY, AND OTHER TOOLS**

##### **CUMULATIVE PROGRESS INDICATORS**

- 2.1 Understand how technological systems function.
- 2.2 Select appropriate tools and technology for specific activities.
- 2.3 Demonstrate skills needed to effectively access and use technology-based materials through keyboarding, troubleshooting, and retrieving and managing information.

**STANDARD 3 - ALL STUDENTS WILL USE CRITICAL THINKING, DECISION-MAKING AND PROBLEM-SOLVING SKILLS**

**CUMULATIVE PROGRESS INDICATORS**

- 3.1 Recognize and define a problem, or clarify decisions to be made.
- 3.2 Use models, relationships, and observations to clarify problems and potential solutions.
- 3.3 Formulate questions and hypotheses.
- 3.4 Identify and access resources, sources of information, and services in the school and the community.
- 3.5 Use the library media center as a critical resource for inquiry and assessment of print and nonprint materials.
- 3.6 Plan experiments.
- 3.7 Conduct systematic observations.
- 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.
- 3.9 Identify patterns and investigate relationships.
- 3.10 Monitor and validate their own thinking.
- 3.11 Identify and evaluate the validity of alternative solutions.
- 3.12 Interpret and analyze data to draw conclusions.
- 3.13 Select and apply appropriate solutions to problem-solving and decision-making situations.
- 3.14 Evaluate the effectiveness of various solutions.
- 3.15 Apply problem-solving skills to original and creative/design projects.

**STANDARD 4 – ALL STUDENTS WILL DEMONSTRATE  
SELF-MANAGEMENT SKILLS**

**CUMULATIVE PROGRESS INDICATORS**

- 4.1 Set short and long term goals.
- 4.2 Work cooperatively with others to accomplish a task.
- 4.3 Evaluate their own actions and accomplishments.
- 4.4 Describe constructive responses to criticism.
- 4.5 Provide constructive criticism to others.
- 4.6 Describe actions that demonstrate respect for people of different races, ages, religions, ethnicity and gender.
- 4.7 Describe the roles people play in groups.
- 4.8 Demonstrate refusal skills.
- 4.9 Use time efficiently and effectively.
- 4.10 Apply study skills to expand their own knowledge and skills.
- 4.11 Describe how ability, effort, and achievement are interrelated.

## STUDY SKILLS

Key: L – Library/Media Specialist  
C – Classroom Teacher

### TEACHER KEY

#### KINDERGARTEN

1. The student will demonstrate the ability to take home and bring back to school the homework folder each day. C
2. The student will demonstrate the procedure for borrowing books from the library. L

#### GRADE ONE

1. The student will locate a book by the author in the easy section. L
2. The student will select independently a book of interest. (Teacher-Media Specialist) C/L
3. The student will identify the following parts of a book; front and back cover, spine and spine label, title page, author, illustrator and title. (Teacher-Media Specialist) C/L
4. The student will arrange words in alphabetical order or by letter. (Teacher-Classroom Teacher) C/L
5. The student will be able to put a heading (name and date) on their paper. C/L
6. The student will be able to pack up and unpack in a timely manner and follow daily classroom routines. C

TEACHER KEY

7. The student will be responsible for bringing home folder back and forth each day with notices and homework. C
8. The student will keep desk organized on a daily basis. C
9. The student will have an understanding of his/her workspace and should keep it orderly. C
10. The student will listen attentively to directions given by teacher. C/L

**GRADE TWO**

1. The student will be introduced to the electronic card catalog. L
2. The student will locate a book in the easy section by author letter. L
3. The student will identify the following parts of a book; cover title, page, spine and spine label, and copyright date. L
4. The student will distinguish between fiction and nonfiction. L/C
5. The student will arrange words in alphabetical order by second letter. C
6. The student will identify the following parts of a dictionary: entry word, guide word, and definition. C
7. The student will locate and use the glossary for spelling and meaning of words. C



TEACHER KEY

- |     |   |   |
|-----|---|---|
| 8.  | The student will use different reference sources to locate information.   | C |
| 9.  | The student will develop an awareness of the importance of recording homework assignments by recording homework on a daily basis. | C |
| 10. | The student will learn to organize material.<br>i.e. take-home folder, school folders   | C |
| 11. | The student will use good listening etiquette, such as proper body posture, eye contact, and silence.                             | C |
| 12. | The student will learn that there are key words in written directions, such as circle, underline, etc.                            | C |
| 13. | The student will become familiar with the terms rows, columns, vertical, and horizontal.  | C |

**GRADE THREE**

- |    |   |     |
|----|---|-----|
| 1. | The student will locate materials by using the electronic card catalog.   | L   |
| 2. | The student will locate nonfiction books on a specific topic with assistance.   | L   |
| 3. | The student will identify the following parts of a book; dedication, publication information, and copyright and have an understanding of what a copyright is. | L/C |
| 4. | Student will read a map and globe, understand a compass rose, major directions, and intermediate directions to read a map.                                    | C   |

TEACHER KEY

5. The student will use diagrams, tables, graphs and schedules. C
6. The student will record the teacher's notes on a topic. C
7. The student will summarize a story. C
8. The student will be introduced to using study guides. C
9. The students will be introduced to short and long range planning with the use of student agenda and subject specific folders. C

**GRADE FOUR**

1. The student will use the electronic catalog to locate material by author, title, and subject or keyboard. L
2. The student will locate materials using call numbers L
3. The student will identify the parts of bibliographic entries in the electronic catalog. L
4. The student will understand that the nonfiction collection is a source of factual information for research and reference. L
5. The student will locate a biography about a specific person. L

TEACHER KEY

- |    |   |   |
|----|---|---|
| 6. | The student will identify the publisher, place and date of publication of a book.   | L |
| 7. | The student will use a dictionary for the pronunciation, syllabication, and part of speech of a word.                     | C |
| 8. | The student will be introduced to outlining.  | C |
| 9. | The student will develop short and long term planning skills with the use of student agenda and subject specific folders. | C |

Key: I – Infused  
L – Library/Media Specialist  
C – Classroom Teacher

TEACHER KEY

**GRADE FIVE**

- |    |   |       |
|----|---|-------|
| 1. | The student will use the electronic catalog to locate materials by author, title subject, and keyword.            | I – L |
| 2. | The student will interpret computer screen information using the Follett system.                                  | I – L |
| 3. | The student will understand the fundamental organization of library materials including the Dewey Decimal System. | I – L |

TEACHER KEY

- |    |   |  |
|----|---|--|
| 4. | The student will determine important facts from non-fiction reading and take notes as modeled by librarian. | I – L  |
| 5. | The student will locate information on a subject using an index.  | I – L  |
| 6. | The student will locate non-fiction books on a specific topic.  | I – C – L                                    |
| 7. | The student will research a topic using more than one source, including the Internet.                       | I – C – L<br>Social Studies<br>Language Arts |
| 8. | The student will recognize propaganda techniques.   | I - C<br>Social Studies<br>Language Arts     |
| 9. | The student will use skimming and scanning techniques to locate information.                                | I - C<br>Reading<br>Social Studies           |

TEACHER KEY

**GRADE SIX**

- |    |   |   |
|----|---|---|
| 1. | The student will use an almanac to practice index reading skills.   | I – L                                       |
| 2. | The student will use an atlas to locate places.   | I – L                                       |
| 3. | The student will be familiar with online databases to access periodicals.                                   | I – L                                       |
| 4. | The student will be introduced to online databases to access biographical and geographical information.     | I – L                                       |
| 5. | The student will research a topic using more than one source.   | I - C<br>Science<br>Social Studies<br>Media |
| 6. | The student will document sources used in a report by creating a works-cited page using correct MLA format. | I - C<br>Science<br>Social Studies<br>Media |
| 7. | The student will proofread assignments.   | Classrooms<br>Across Curriculum             |
| 8. | The student will practice test-taking techniques.   | Classrooms<br>Across Curriculum             |
| 9. | The student will be introduced to an outline.   | Classrooms<br>Science<br>Social Studies     |

TEACHER KEY

10. The student will practice note taking skills.

Classrooms  
Science  
Social Studies  
Mathematics

**GRADES SEVEN AND EIGHT**

The following study skills are integrated into our existing curricula for grades seven and eight. These skills and strategies are utilized to enhance learning in all disciplines. As middle school students begin to practice, apply, and master study skills, they are preparing themselves for a more successful future in higher learning.

TEACHER KEY

**Using a Textbook**

C

- Parts of a Textbook – table of contents, preface or introduction, index, glossary, appendix, bibliography.
- Suggestions for Studying Textbooks – think, preview read, make questions, take notes, recite, review
- Use Special Features of the Textbook – titles, headings subheadings, questions and exercises, pictures, graphs, and captions.

**Reading Strategies**

C

- Use the techniques of SQ4R
  - Survey: preview the material you are going to read for textbook features.
  - Questions: turn each heading into a question, ask questions who, what, when, where, and why.
  - Read: search for the answers to the questions that have been posed.
  - Recite: orally or mentally recall questions and their related answers.
  - Record: take notes to further reinforce the information. List the main ideas and major details.
  - Review: review the material on a regular basis, using some or all of the steps above.
- Vary reading styles using skimming, scanning, and close reading.

**Reading Skills**

C

- Comprehend nonfiction.
- Distinguish fact from opinion.
- Identify the author's purpose (to inform, instruct, offer an opinion, sell, entertain).
- Apply forms of reasoning (inference and generalization).
- Analyze the text and identify different uses of language.
- Comprehend fiction, drama, poetry, myths, legends, and folk tales.

**Note Taking Skills**

- Practice note taking and summarizing skills.
  - While listening
    - concentrate, block out distractions, and look at the speaker for nonverbal cues.
    - write down main ideas and highlight them with stars or underlining. List supporting details under these main headings.
    - listen for transitions that tell you the speaker is moving to the next point, comparing, contrasting, showing cause and effect, etc.
    - consider using diagrams, clusters, arrows, columns, and pictures to depict the presentation visually.
    - stay focused on the main idea – write the main idea at the top of the page and refer to it now and then.
  - While reading – summarize, outline, paraphrase, and quote directly.
  - While viewing
    - be an active listener and watcher.
    - take notes on only the most important points or events. Use abbreviations and brief descriptions.
    - write brief descriptions of important scenes or a few words of important dialogue or information.
    - after viewing, write a brief summary, organize your notes, and add anything else which may be important.
  - While using electronic materials – summarize, outline, paraphrase, and quote directly.
- Use a variety of note taking systems – graphic organizers, modified outlines, outlines, etc.
- Organize all notes in separate binders, folders, or sections for different subjects.



**Test Taking Strategies**

C

- Learn how to answer different types of questions.
- Learn strategies and preparation techniques for classroom tests and standardized tests.

**Test Preparation Strategies –  
Improving Recall and Retention**

C

- Remember what you read by understanding the material, having a desire to know the material, over learning, systematizing, and making associations.
- Try memorization techniques:
  - acrostics
  - acronyms
  - charting
- Visual emphasis – highlight, circle, box, color code, draw arrows.
- Visualize to enhance your “photographic memory.” Visualize pages, vocabulary words, etc.
- Association – use a phrase, sentence, rhyme, or story.
- Word linking.
- Story linking.
- Rehearsal.

**Awareness of Individual Learning and Study Style**

C

- For auditory learners
  - repeat the information to be memorized out loud.
  - use a tape recorder to listen to later for reinforcement.
  - have someone quiz you aloud.
  - work with a study group.

## TEACHER KEY

- For visual learners
  - read the information.
  - visualize associations.
  - draw pictures.
  - make and use flash cards.
- For kinesthetic learners
  - jot down brief notes.
  - outline, map, or take notes.
  - draw pictures.
  - use objects that symbolize information.
  - prepare and take your own tests on the material at hand.
- For combination learners – combine the above strategies.

### **Practice Good Study Habits**

C

- Use agendas and teacher websites for the Hillsdale District.
- Have a study schedule/budget time.
- Set goals/keep a study plan calendar.
- Study in a suitable environment free of distractions (turn off the television, cell phone, etc), well lit, and equipped with all necessary supplies.
- Set up a homework routine and make homework a priority.
- Discipline yourself; concentrate for task completion.
- Learn how to stay focused.
- Know when to take breaks.
- Recognize and adapt to the teacher's teaching style and expectations.
- Utilize intrinsic and extrinsic motivations.
- Know how, when, and where you study best.

TEACHER KEY

**Use Dictionaries and the Thesaurus Properly**

C

**How to prepare for any class**

C

- Complete all assignments.
- Review your notes.
- Have questions ready.
- Prepare your attitude.

**Practice Researching Skills**

C – L

- Use library sources (books, periodicals, references)\*\*
- Use electronic card catalog, electronic references and databases, and the internet.
- Formulate a thesis.
- Take notes.
- Outline.
- Prepare research paper incorporating ideas from research.
- Avoid plagiarism.
- Use Hillsdale Handbook for MLA Format.
  - for parenthetical citations
  - for works cited

\*\* See also Library/Media Study Skills in this Curriculum Guide for Study Skills