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Welcome to Study Skills Curriculum Program's documentation!

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Preface

Problem

Rationale

Values

- Equity
- Contructivist pedagogy
- Literacy (reading and writing) across the curriculum
- citizenship
- Authentic learning and assessment [narrowly defined; distinguished from project & performance-based assessment]
- Differentiated Instruction
- Collaboration

Resources

Technology

- Text-to-speech software
- Scanner

Introductory Objectives

Organization

The student will:

- develop organizational skills and work habits to produce effective classwork and homework.

Objectives

The student will:

- write down assignments and due dates neatly and completely in an agenda book or application;
- write down clarifying assignment details in an agenda book or application;
- check off completed assignments in an agenda book or application;
- break long-term assignments into component parts or milestones;
- rely on monthly calendars to plan long-term assignments;
- create digital reminders with software applications;
- assess and prioritize assignments based on urgency and importance (Covey);
- organize binders by class and with dedicated sections for assigned and completed homework;
- create and maintain tables of contents for each class;
- create and maintain digital storage for each class;
- save files to correct folders using deliberate naming conventions;
- navigate digital storage to retrieve assignments;
- maintain organized backpack, locker, and desk;
- Identify and articulate effective, personal study rituals and environment characteristics;
- strategically create and maintain a quiet, well-organized study environment that suits her individual needs;

Technology

The student will:

- PLACEHOLDER

Objectives

The student will:

- effectively log in to and navigate a learning management system [such as Moodle];
- retrieve and post assignments to a learning management system;
- find and print grades from an education management system [such as PowerSchool (Pearson)];
- rely on text-to-speech software applications to access course material [IEP contingent];
- utilize speech-to-text software applications to draft written assessments;
- format assignments according to audience expectation using a word-processing application;

Semantic Maps

The student will:

- PLACEHOLDER

Objectives

The student will:

- deliberately and strategically rely on a research-based note-taking strategy [Cornell notes];
- use teacher-assigned semantic maps to internalize relationships between concepts;
- use teacher-assigned semantic maps to express relationships between concepts;

- effectively utilize teacher-assigned semantic maps to discover, develop, and organize ideas for writing;
- Subordinate and coordinate ideas for writing using a teacher-provided outline tool;
- Create and rely on manipulatives given guiding instructions and formative feedback;

Assessment Preparation

The student will:

- PLACEHOLDER

Objectives

The student will:

- contrast assessment modes, purposes, and types;
- articulate and practice strategic approaches to multiple select assessments;
- articulate and practice strategic approaches to binary choice assessments;
- articulate and practice strategic approaches to constructed response assessments;
- rely on teacher-assigned checklists and rubrics to produce project assessments;
- Identify benchmarks and create and maintain a schedule to prepare appropriately for summative assessments;

Indices and tables

- *genindex*
- *modindex*
- *search*