SACRED HEART ACADEMY
BRYN MAWR

Family Study Guide

A Collaborative Guide to Empower Families in Supporting Their Student at Home

SHA Bryn Mawr Family Study Guide

This Family Study Guide was created by the SHA Diversity, Equity, Inclusion, and Belong (DEIB) Faculty and Staff Committee in collaboration with teachers during the 2024-2025 school year. The ultimate goal of this document is to offer our families a direct toolkit to build a bridge between home and school.

This Guide is…	This Guide is not…
• SHA student-centered • SHA teacher created • Empowering SHA families on how to best support their student academically • Spanning across all grade levels, Kindergarten through Senior year • Fluid and flexible, ever-changing based on curriculum and learners • Teamwork between school and home • A guide directing you towards tips, tricks, and methods SHA teachers have found beneficial for their students	• One size fits all • The teacher's syllabus • A teacher talking at you, but as a member of your student's academic team • Direct answers to questions • Actual study materials

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How to Use This Study Guide

This guide is meant to empower families to better understand how their students can improve their study skills. These guides were written by the teachers and contain tips and best practices for content specific studying, as studying for one subject may look different than studying for another.

You may search for specific guides by subject, division, department, or teacher's last name by using the links in the table of contents or by searching the document. You can do this by holding down the “Control (CTRL)” and the “F” key at the same time. You may also click on the links located in the table of contents, which will take you to that specific section. Some guides are for individual classes, and others are for a department.

We strongly encourage families to review this information with their students and to employ these practices written by their teachers.

As always, please reach out to the teachers for any questions regarding specific study skills.

General Recommendations on Executive Functioning

Executive Function skills are life skills. These components are important skills to teach and practice throughout a student's life. Many of these skills will benefit their academics and their life skills as community members. We hope these tips are found to be helpful within the home environment to best support executive functioning skills.

Executive Function Area	Lower School (K–4th Grade)	Middle School (5th–8th Grade)	Upper School (9th–12th Grade)
Organization Tools	• Visual Schedules with pictures • Checklists • Labeled Bins/Folders	• Planner • Binder and Folder System • Locker/Backpack Organization • Color-Coding Systems for folders and notebooks	
Time Management Tools	• Timers • Daily Task Charts • Color-Coded Clocks: Use simple clocks divided into sections for daily activities (e.g., reading, chores).	• Time-Blocking: Teach scheduling blocks for homework, breaks, and family time. • Pomodoro Technique: Use apps like Focus Booster or BeFocused to work in intervals with short breaks. • Weekly Planning Sessions	
Task Initiation	• Task Bins: Break activities into small, manageable steps stored in labeled bins or folders.	• Simple To-Do Lists	• Approach with the Get Ready-Do-Done Plan: Plan backward from the end goal to how you will get there. Set up the supplies you need and begin one step at a time.

Impulse Control	• Brain Break Activities	• Pomodoro Technique: a. Turn off all distractions. b. Set a timer for 25 minutes c. Focus d. Reward or break • Have your child put their cell phone in a designated spot away from their study space.	
Working Memory	• Memory Matching Games	• Chunking Assignments: Break large tasks or projects into smaller parts with clear deadlines.	• Active Study Strategies: Practice self-quizzing, summarizing material, or teaching it to someone else.
	These strategies can be adjusted for any grade level: • Story Sequencing Tools • Graphic Organizers • Flashcards • Reflective Journals for summarizing learning		
Planning and Prioritizing	• Goal Setting Frameworks • Referencing Planner • Simple Checklists	• Detailed Checklists • SMART Goals • Referring to Planner and Portal	
Self-Monitoring	• Study Space Checklist: Limit distractions, calm space, organized location, sitting up in a chair versus laying down on their bed • Brain Breaks		
Emotional Control	• Calm Down Kits • Emotion Charts: • Fidgets: Limit distractions to themselves or peers.	• Journaling • Grounding Exercises: Mindfulness, deep breathing, muscle relaxation, or the “5-4-3-2-1” sensory technique for managing stress. • Physical Activity • Fidgets: May benefit from something to hold in their pocket.	

For more resources and strategies, consult these outside resources that SHA educators have had the opportunity to read and learn:
https://www.smartbutscatteredkids.com/resources/print-articles/

SHA Lower School

How To Study at Home for Lower Schoolers - Mrs. Adams, Mrs. Buckland, Mrs. Eshleman, Mrs. Hughes, and Mrs. Jeffries

1. **Create a Consistent Study Routine**
    a. Have a designated homework spot with all the supplies needed daily (pencils, sharpener, erasers, hard surface, quiet, access to a helpful adult, flat/ hard surface)
    b. Have an after-school routine. For example- get home and unpack, get a snack, run around, get changed, start homework.
    c. Know what to do when you are finished. For example- leave it out to get checked, put it right away in your bag, and put your bag by the door or on the hook, etc.
2. **Break Tasks into Manageable Steps**
    a. Establish a timeline for bigger projects with the end goal in mind to help your child with time management. Avoid doing bigger things all at once.
        i. *If your child hits a crucial point of frustration, stop and email the teacher or write a note. Sometimes we all have bad nights. If it becomes a pattern, then further parent and teacher follow-up will be needed.*
3. **Use Visual Aids**
    a. Tape word cards around the house for exposure and repeated practice.
        i. Example: Put words around the kitchen on flashcards, such as: refrigerator, microwave, sink, cabinet
4. **Practice Active Learning**
    a. Have a journal for students to summarize TV shows they watched. They can identify the beginning, middle, and end of a show utilizing strong writing skills. Skills include: Capital letter for the first letter of each first word of a sentence, punctuation at the end of each sentence, and spelling check.
    b. Have your child play teacher and teach you the lesson from that day. Ask your child questions so they have to explain the skill aloud and/or with examples. This will also build their confidence if ever asked to share with the class.
5. **Incorporate Movement and Breaks**
    a. Include short brain breaks (e.g., stretches or a quick walk) every 15–20 minutes to recharge and refocus.
6. **Use Mnemonics and Songs**

a. Help kids memorize information through rhymes, songs, or acronyms (e.g., "ROY G BIV" for rainbow colors).

7. **Relate Learning to Real Life**
    a. Connect lessons to everyday activities, like measuring ingredients while cooking or identifying shapes and patterns at home.
8. **Build in Review Time**
    a. Have a set way to study sight words or spelling words. For example- an adult says the word, and you write it in a book or on a whiteboard or spell it aloud in the car. Or have index cards that they go through to read the word by sight aloud. Routine practice is crucial.
    b. Have a set way to practice math facts. For example- maybe while an adult is preparing dinner, math facts are done on a whiteboard or given orally, etc...
    c. Repeated practice is so important to retain math facts and vocabulary terms. You can utilize flash cards to create an environment to make piles of known and need to restudy information. You can also place your known cards into a line from one spot in a room to another. Once you reach your end spot, your study session can be over.
9. **Provide Positive Reinforcement**
    a. Celebrate effort and progress with verbal praise, sticker charts, or small rewards for completing tasks.
10. **Make Studying Fun**
    a. Quizzing with motivation! Create a basic chart where your child can earn a specific # of drawn smiley faces, stickers, popsicle sticks... whatever you have at home to use. Once the student has earned so many, they can receive a treat (mini M&Ms are one idea) or time to play on a device (iPad or video game, to name a few).

SHA Math Department Study Skills

General Math Study Tips – Ms. Gleklen and Ms. Smith

- Students should spend a few minutes *each day* reading over any notes taken (5 - 7 minutes)
    - Highlight, Underline, and circle material that is important
    - Refresh your memory re: what was taught and discussed even if no assignment
    - Use a clean sheet of lined paper for calculation-based work
        - Use strategies (such as:)
            - turning lined paper sideways to create place value columns
            - Skipping a line between steps when solving an algebraic equation
            - Color coding steps, when applicable, to demonstrate which property is used
            - Showing all calculations to determine where/if errors are prone
- Fact fluency is one of the greatest tools
    - Practice multiplication tables with games, online resources (iXL.com), or flashcards
    - Even if there is no homework assigned - give 5 minutes review to this part
- Work in an area where you can be comfortable but still engaged with the work
    - Parent proximity to student working at the kitchen or dining room table encourages work
        - Students can ask questions
        - Parents can make sure assignment directions are followed
        - Parents have exposure/build familiarity with what's being taught (concepts, etc.)
- Have the proper tools:
    - Notebook or folder with paper
    - Pencil(s) for flexibility to change answers and try new methods
    - Calculator (if permitted) with batteries or charged for use
    - Laptop or computer for access to school Portal and/or other online resources
        - Textbooks
        - Online resources like iXL.com, Desmos, graphing tools
        - Protractor, Ruler, Compass
- Any previous work examples/Notes & Notebook for reference and reminders

- A study buddy or partner/parent who can ever engage in a conversation about what is being studied (Conversation builds vocabulary and allows students to consider strategies when explaining)
    - “Tell me about what you’re learning?”
    - “How do you do that?”
    - “Can you teach me that strategy?”
    - “Did I do this correctly?”
    - “Did you get the same answer as I did?”
- Look at student planners/School Portal to be aware of important dates, etc.
    - Is there a test scheduled anytime soon?
    - How much homework do you have in all of your classes tonight?

Algebra 2 Assessments – Mr. Shuler

- Make sure each homework assignment is complete and all homework is corrected in pen. If you are absent, you must make up the assignment by coming to see the teacher during a study hall or asking a friend in class to help you with missed work
- Go over any homework corrections (these are the problems you had trouble with during the lessons). Start with the sections you had the most mistakes on first.
- Go over notes/ study guide packets…review any formulas or steps that are needed to complete any assignment.
- All of my classes receive a practice test the day before the assessment. It is very similar to the actual test. Go over each problem, take notes on how to do each problem when reviewing, and make sure you are asking questions if you do not understand any of the problems. Practice the extra problems that are in the textbook and on any worksheets/handouts that are given in class.
- Come and see your teacher for help during study halls. You may only need help on a few problems, but if you wait until the last minute, then 1 or 2 problems become multiple problems that you don’t understand, and that can be overwhelming when the assessment is 1 or 2 days away. If you are making a lot of mistakes during the homework assignments, I advise you to come and see your teacher for extra help (or we can look into getting you a tutor).

Geometry – Mrs. Carnicle

Geometry can be both exciting and challenging, as it combines logic, spatial reasoning, and math skills. With the right strategies, students can excel. Here’s a comprehensive guide to help students and parents navigate studying for geometry.

For Students

1. Understand the Basics
    - Learn Definitions and Terms: Geometry has specific terminology like angles, lines, triangles, and polygons. Create flashcards or use apps like Quizlet to memorize them.
    - Master Foundational Concepts: Review basic algebra skills, as they often apply in geometry, such as solving for variables.
2. Use Visual Aids
    - Draw Diagrams: Always draw the shapes or problems given in your homework or tests. Label all parts clearly.
    - Color Code: Use different colors for angles, sides, and other elements to keep track of relationships within figures.
3. Practice Problem Solving
    - Do Homework Diligently: Geometry requires practice to master. Focus on understanding the steps rather than just arriving at the answer.
    - Work Through Examples: Practice with a variety of problems from your textbook or online resources.
    - Use Online Tools: Websites like Khan Academy or GeoGebra provide tutorials and interactive problems.
4. Ask Questions
    - Seek Clarification: If something is unclear, ask your teacher or classmates. Don't wait until the day before a test.
    - Join Study Groups: Collaborate with classmates to discuss problems and share different approaches.
5. Prepare for Tests
    - Review Notes: Go over class notes and highlight key points.
    - Practice Proofs: Proofs are a significant part of geometry. Break them down step by step and practice regularly.
    - Use Practice Tests: Simulate exam conditions with timed practice tests to improve speed and accuracy.
6. Adopt a Positive Mindset
    - Stay Patient: Geometry concepts can take time to sink in. Persistence is key.
    - Celebrate Progress: Acknowledge small victories, like mastering a theorem or solving a difficult problem.

For Parents

1. Create a Supportive Environment
    - Set Up a Study Space: Provide a quiet, well-lit area with minimal distractions for your child to study.
    - Ensure Tools Are Available: Supply graph paper, a ruler, a compass, and a protractor.
2. Encourage Good Study Habits
    - Help Create a Schedule: Encourage consistent study times and break sessions into manageable chunks.
    - Promote Active Learning: Ask your child to explain concepts or teach you—this reinforces their understanding.
3. Provide Resources
    - Use Supplemental Materials: Invest in workbooks or geometry apps that align with their school curriculum.
4. Monitor Progress
    - Track Grades: Regularly review test scores and homework to identify areas needing improvement.
    - Communicate with Teachers: Stay in touch with your child's teacher for feedback and additional resources.
5. Encourage a Growth Mindset
    - Normalize Struggles: Reassure your child that it's okay to find some topics difficult initially.
    - Celebrate Efforts: Praise hard work and persistence, not just grades.

Additional Tips

- Leverage Technology: Geometry apps and software can make learning more interactive and engaging.
- Real-World Applications: Show how geometry applies in architecture, engineering, and art to spark interest.
- Stay Organized: Keep a binder or folder specifically for geometry notes and assignments.

By combining effort, practice, and support, students can build confidence and succeed in geometry class!

SHA Science Department Study Skills

Middle School Science – Mrs. Laura Mullan

Studying for a middle school science class that focuses on critical thinking, problem-based learning, and scientific argumentation requires an approach that helps you understand concepts deeply and communicate them effectively. Here's a step-by-step guide to help you study effectively:

1. Understand the Key Skills Required
    - Critical Thinking: You need to be able to analyze information, make connections, and think logically about scientific concepts.
    - Problem-Based Learning: You'll often be given scenarios or problems to solve, and you need to apply your knowledge to find solutions.
    - Scientific Argumentation: This involves making claims, supporting them with evidence, and using reasoning to explain why the evidence supports your claim. You will practice this both in writing and speaking.
2. Break Down the Content
    - Read and Summarize: Break your readings and classwork (including labs) into smaller chunks. For each key concept or topic, write a brief summary in your own words. This helps you understand the material and avoid memorizing without comprehension.
    - Identify Key Concepts: Highlight the most important ideas, such as scientific theories, laws, and processes. Understand the "big picture" first before diving into the details.
3. Engage in Active Learning
    - Ask Questions: As you read or listen in class, ask yourself questions like:
        - What is the key idea here?
        - How does this connect to something I already know?
        - What is the evidence that supports this idea?
    - Create Mind Maps or Concept Maps: Visual aids help you organize ideas. Draw connections between concepts, evidence, and reasoning to see how everything fits together.
    - Practice Applying Knowledge: Instead of just memorizing facts, try to solve problems using the concepts you've learned. Look for real-world applications or hypothetical scenarios.
4. Use Scientific Argumentation
    - Claim, Evidence, Reasoning (CER): Practice structuring your answers using the CER framework:

    - Claim: What do you believe or conclude?
    - Evidence: What facts, data, or observations support your claim?
    - Reasoning: Why does the evidence support the claim? How can you explain the connection?
- Write Practice Responses: After reading a scientific article or completing an experiment, write a response using the CER format. This will help you develop both your writing and reasoning skills.
- Oral Argumentation: Practice discussing scientific topics with classmates or family members. When you present an argument, make sure to:
    - State your claim clearly.
    - Provide evidence and explain where it comes from (experiments, observations, etc.).
    - Use reasoning to explain why/how your evidence supports your claim.

5. Collaborate and Discuss
    - Group Study: Join a study group where you can discuss ideas and challenge each other's thinking. Science often involves teamwork, so practicing collaboration helps with both critical thinking and communication.
    - Debate Scientific Issues: Pick a topic related to your science class and debate it with friends or classmates. Use the CER framework in your arguments. This builds both your understanding and your ability to communicate your thoughts clearly and logically.
6. Use Real-World Examples
    - Connect Theory to Real Life: Link what you're learning in class to current events, news, or personal experiences. For example, if you're learning about ecosystems, consider how environmental issues like climate change apply.
    - Experiments and Observations: If and when possible, observe phenomena at home. Use the scientific method to explore questions you have and practice documenting your findings.
7. Prepare for Problem-Based Assessments
    - Understand the Problem: Before solving a problem, make sure you fully understand the scenario. What is being asked? What background knowledge is relevant?
    - Use Scientific Models: If the problem involves a scientific process, use diagrams or models to help you visualize the solution.
    - Show Your Work: In problem-based learning, showing your reasoning is just as important as getting the right answer. Explain the steps you took and the evidence that supports your solution.

8. Prepare for Tests / Projects / Seminars
    - Review Key Concepts Regularly: Regular review is important to keep concepts fresh in your mind. Create flashcards, summaries, or quiz yourself on key terms (vocabulary) and concepts.
    - Practice Writing and Speaking: If the assessment involves written or oral communication, practice articulating your ideas clearly. Write mock answers or have discussions where you explain scientific concepts and make arguments.
9. Stay Organized
    - Keep a Study Journal: Keep track of the questions you have and the concepts you find challenging. This will help you prioritize what to review.
    - Set Goals: Set specific goals for each study session, such as being able to explain in your own words the meaning of several vocabulary words or mastering one key concept by connecting it to evidence and reasoning from learning experiences you've had throughout the unit.
10. Stay Curious
    - Science is not just about getting the right answers—it's about exploring the world around you. Stay curious, and try to engage with science outside of class through books, observations, or discussions with others.

By focusing on deep understanding, critical thinking, and clear communication, you'll be well-prepared for success in your middle school science class!

Biology – Ms. Janet Magargal

In this class, you will explore biological concepts organized into three units: evolution, genetics and ecosystems by working together with your classmates to explain biological phenomena (occurrences and observations). You will engage in science and engineering practices: investigating, making sense of phenomena and problems, constructing and critiquing models, and developing explanations and arguments to learn the content.

Student success in Biology is related to active participation both in and out of our classroom. Since content follows storylines, patience is needed to understand the phenomena, and the teacher acts as a guide. On a daily basis, students should be mindful of the phenomena and questions being investigated.

As part of each unit, there is an *incremental model tracker*, which helps students identify and reflect on how the lesson is helping build toward a model of the anchoring phenomenon. At the end of the unit, students are expected to construct an explanatory

model that includes all elements of a scientific model, and accurate descriptions of the components, interactions, mechanisms, and boundaries of the system.

At the start of each Unit, you will receive a Unit Packet cover page and the *incremental model tracker* [IMT]. Each unit consists of several handouts consisting of guided notes, labs, and class activities that need to be kept together for a notebook check at the completion of the unit.

Some Instructional Resources we will use this year are:

1. Our Learning Management System: Portal
2. Online reference [We will log in together in class]

Chemistry – Dr. Dustin Covell

Overview

- In this class, you will explore spectroscopy, energetics, the origin of the atomic model and the role of chemistry in human health.
- You will work together with your classmates to explain chemical phenomena (occurrences and observations).
- You will engage in a number of essential science and engineering practices: investigating, making sense of phenomena and problems, constructing and critiquing models, and developing explanations and arguments.

Day-to-Day

- Keep your binder organized and do not remove pages.
- Embrace a growth mindset; focus on improving a bit each lesson and developing your skills over the entire course without emphasizing any one lesson too much.
- Expect to be challenged academically. This is not a memorization class.
- Actively participate in class.
- Practice academic integrity.
- Be brave. Don't be afraid to mispronounce words. Don't be afraid to be wrong. Don't say, "I'm sorry, this might be wrong, etc." Your best effort is all I am ever expecting!
- When you have questions, ask them! If you don't feel comfortable doing so in class, please email or stop by at any time. Getting your questions answered helps you grow and relieves the stress of carrying around something that's bothering you.

Review for Assessments

- Unlike Biology, we'll use our Intermittent Modeling Trackers (IMTs) more for exploring and taking risks. It can be useful toward the end of the unit for looking at the major themes of the course or for examples of how to make complete models and how they are graded.
- All slides from the lessons will be posted on the Portal with these examples for later review in case your notes are unclear.
- Quizzes are minor assessments and are places for us to directly practice the major skills we learn in class. There will be 2-3 per unit and they will have questions on them that are related to the ones we have already practiced in class.
    - While working through the lesson packets, I will make note of the most important topics and provide extra practice examples on the SmartBoard.
    - Approximately a week before each quiz we will also prepare a review sheet during class. I'll remind you of all the major topics and we'll do examples or refer to examples of all the major models that could be on the quiz.
        - The study guide will also be posted on the portal promptly
- Transfer tasks are major assessments that occur at the end of each unit. They are distinguished from quizzes in that while the skills learned will be tested, the context will be distinct from the semester context.
    - Reviewing the major skills from the quizzes is important as these will make up ~30% of the transfer task.
    - You will be asked to model something you have never modeled before, but it will involve the skills you know and the components will be described in the question.
    - You will be challenged to extend your skills to a new problem and rationalize data that you are given. These questions will be largely descriptive, requiring you to make an argument and defend it.
        - Developing a logical starting point based on the information provided is key. You MUST use the data provided to form your thesis statement.
        - Then back that up by explaining, using the skills you have developed over the unit and in a step-by-step manner, how you used the raw data to develop your answer to the question posed.
        - The best way to prepare for this is to review the major pieces of data we explored in the unit and how we systematically developed a way to use that data to explain/answer our driving questions for the unit.

Physics - Mrs. Meg Tredinnick

Studying for Physics can “look” differently than studying for other subjects. The four most important aspects for understanding and being able to apply the concepts are the following:

1. *Consistently review and practice the concepts* - If your student puts their Physics work aside for days and then sits down to do it all at once, they will not be as successful as the student that takes time each day to review.
2. *Make sure to ask question*s - your student may not think they have questions. But if they take the time to think through what they are learning, they probably do.
3. *Students cannot memorize Physics* - it will take multiple times, using multiple types of resources for many Physics concepts to make sense. Just writing vocabulary on an index card will not work.
4. Use the YET mentality - just because your student does not understand something now, it does not mean they will not in the future. Have them think to themselves, "I do not understand this YET." And then encourage them to create a plan to move forward to where they can confidently say that they now understand. Struggle is an integral part of learning.

Methods for Review (for students)

- Be present in class and review your notes later, comparing them to the unit Google Slides (found on the Portal in the Unit Topic page).
    - There is not a need to copy every word on the board because the slides are always available
- Keep up with worksheets - most of the “homework” given out in class is not collected.
    - All students should complete any and all worksheets given out in class.
    - It is up to the students to check their answers against the solutions.
- Instead of using index cards, to help build your understanding, we recommend using Concepts Maps and Frayer Models to build connections between concepts.
    - Here is a link to the Google Slide on both study methods.
- Review content in online texts. Seeing the concepts written and possibly explained in a slightly different way than explained in class will help to clarify understanding. Links to the CP and Honors texts are found on the Portal.
- Use online websites for review, such as:
    - CK-12
    - The Physics Classroom
- Watch videos on related topics. The following YouTube channels are recommended:

    - Flipping Physics
    - Dianna's Intro Physics Class
    - Crash Course Physics
- Sign up to meet with your teacher as needed

AP Biology – Ms. Janet Magargal

Student success in AP Biology and on the AP Exam is directly proportional to time spent reading the textbook. You are expected to read your textbook and supplemental materials provided. You may need to read some of the sections more than once. I recommend reading some of the content-heavy "new" sections twice.

Students will be required to keep a *3-ring binder, bound lab notebook* and *notebook or looseleaf* for daily activities such as warmup, closure, and practice questions. [It is recommended to keep a larger 3-ring binder in your locker or at home so you can remove completed units and keep them organized to study for the AP exam in May.]

At the start of each Unit, you will receive a Unit Packet and graphic organizers [GO]. The unit packet outlines your assigned reading from the textbook, CED content and science practices, Guided Notes [FIN=fill in notes], labs/class activities, practice questions, vocabulary, and unit test expectations.

Blackbaud will have the matching powerpoints [PRES=presentations] that we will either complete together or on your own, depending upon the topic. The GO will be due at the end of the Unit when you take your Unit Test.

Daily AP classroom work in each unit will be assigned that includes videos with guided questions, topic questions and progress checks.

1. Our AP Classroom and code is: P4MRRJ
2. **MasteringBiology, www.pearsonmylabandmastering.com**

SHA History Department

Study Tips for Upper School History - Ms. Weber and Mr. Johnson

Approach to History:

- In history, we look for both big-picture ideas and specific details. This includes long-term trends, cause and effect, and specific historical developments that shape culture and societies. The learning objectives or essential questions are big picture and you should be able to come up with specific detailed examples to support the learning objectives.
- While students should know general time frames and sequence of events, simply memorizing a date does not help them support big-picture ideas.

During the chapter/unit:

- Keep up with all assigned reading. In upper levels of history, it is important to read the material before discussion and lessons.
- Complete homework with intention. The homework is designed to highlight the themes needed for the end-of-chapter/unit assessment.
- Write down any questions you have during independent work and bring them to class.
- Look up the definitions of any words you do not know. Write them down, and keep them in a list in your notebook,

Preparation for a test:

- Utilize study guides or review materials provided by the teacher on the portal.
- Review key people and events. This should be more than a biography, but be able to answer “What was their impact?”
- Emphasize cause and effect as you review the chronology (sequence) of a chapter/unit.
- Chunk the material into several nights. If you wait until a day or two before a test, you will not remember everything. Rather than cramming, it is better to study in shorter sessions over a longer period of time. Once you know a concept well, move on. Review should focus more time on things you know less clearly.

Suggested styles of review:

- **Annotate notes:** Go back and re-read your notes, but add annotations that build connections between them.

- **Timeline:** Put the events of the chapter/unit on a timeline and emphasize how they relate to one another and/or key themes. You can do this electronically or with post-it notes on a wall or table.
- **Notecards:** Make Notecards of vocab and main ideas. This proves what you know and what you do not know. Make them as you go, do not wait until the end.
    - Notecards should not be a full biography or summary of a person or event. They should focus on the impact of the person/event and include a date. Think about a question like: "How did society change because of this person/event?"
    - Quiz yourself with these flashcards. If you do not get all of the information correct, put it in a "needs review pile" and then review them later. Be honest with yourself about what you know and do not know.
- **Mind Maps/Concept Maps:** A mind map helps a student break down a society into several main topics. Students can hand draw these or use a computer.
    - When reviewing, students should try to build connections between topics. They can also draw symbols as opposed to all words, as that might engage a different way of learning.
- **Outlining:** Create a new study outline of the material and the study guide using your notes, the readings, and the slides in the portal.
    - The more you interact with the material, the better you will understand and be able to use it. This also allows you to clearly organize and color code the material in an intentional and detailed way instead of just relying on your class notes.
    - Annotated class notes can be a way to support the creation of an outline.
- **Partner Review:** Students can pair up with another student to review people and events. Each student chooses a set number of people and events and writes a description of the person or event, but not the name. Then, they can exchange descriptions and try to generate the answers. The best way to learn is to teach!
    - If you do not have anyone to help you review, record yourself on your phone going over a notecard or your outline, then listen back, checking to see if you got all the information.
    - Students can use any of the other review suggestions as a way to partner review.

<u>Study Tips for Middle School Social Studies - Mrs. Gill and Mrs. Duffy</u>

During the chapter/unit:

- Make sure to keep up with the assigned reading. It is important to read the material before discussion and lessons.
- Complete homework with intention. Devoting time and attention to your homework will help prepare you for the end-of-chapter/unit assessment.
- Write down any questions you have when reading or doing a lesson assessment and bring them to class.
- When you make a connection to class material (through seeing a news report or article, watching a movie or TV show, or reading a book), share the connection in class when appropriate!

Preparation for a test:

- Utilize study guides or review materials provided by the teacher on the portal.
- Review key people and events. You should know how to define the key person/event, but also be able to answer "What was their impact?" and "Why is this event/person important for understanding this chapter/unit?"
- Start preparing for the test in advance. If you wait until a day or two before a test, you will not remember everything.

Suggested styles of review:

- **Review notes and other class materials:** Class notes, graphic organizers, Guided Reading workbook pages, and homework assignments.
- **Notecards:** Make Notecards of vocab and main ideas. This proves what you know and what you do not know. Make them as you go, do not wait until the end.
    - Notecards should not be a full biography or summary of a person or event. They should focus on the impact of the person/event and include a date (if provided). Think about a question like: "How did this person/event shape the time period we are studying?"
    - Quiz yourself with these flashcards. If you do not get all of the information correct, put it in a "needs review pile" and then review them later. Be honest with yourself about what you know and do not know.
- **Partner Review:** Students can pair up with another student to review people and events. Each student chooses a set number of people and events and writes a description of the person or event, but not the name. Then, they can exchange descriptions and try to generate the answers. The best way to learn is to teach!
    - Students can use any of the other review suggestions as a way to partner review.

SHA English Department

Middle and Upper School English Study Tips – Mrs. Bancoff, Mrs. Wisniewski, Ms. Rufo, and Mrs. Schuster

Note: Fifth and sixth graders do not use Annotations and Cornell note-taking yet. However, they have access to study games in the Portal that help them practice skills using Gimkit or Blooket.

- **Read Actively:** Students need to keep their brains awake while they read. The best way to do this is to ask certain questions as they read along by pausing after a few pages or at the end of a chapter to check understanding. Consider: What is going on? Predict: What is going to happen next? Answer: Who is speaking, and how do I know this? Connect: How is there evidence of the literary elements? It may be helpful to jot these answers at the end of each section or in the margins.

- **Annotations:** Marking and highlighting a text is like having a conversation with a book – it allows you to ask questions, comment on meaning, and mark events and passages you want to revisit. Annotating is a permanent record of your intellectual conversation with the text.

- **Cornell Note Taking:** Cornell Notes can be used for any subject. This method provides a systematic format for condensing and organizing notes.

- **Storytelling Activity:** Students can tell a parent or a sibling the basic plot of a story that is being read in class. Students should emphasize the details they find important and to make connections between characters and/or events. Most importantly, allow the listener to ask questions. The listener can ask about things they need clarification on or questions about the plot or characters. The student's ability to respond and explain will encourage critical thinking skills.

- **Timeline or Storyboard:** On a wall, table or whiteboard, students can make a blank timeline. Use Post-it notes to write down characters, places, or events. If reading a text that has a specific timeline like, consider the progression of time.

- **Retyping or Rewriting Notes:** Although this doesn't necessarily showcase a deep understanding of the material, it can be a good way for a student to revisit topics, names, and concepts from the unit.

- **Anticipate the Questions:** Many English tests contain questions that require paragraph or essay-length answers. If students have taken careful notes in class, they can try to guess what questions may be asked. Once you come up with a list of possible questions, spend some time writing practice essays. Writing practice responses gets students thinking about the literature analytically. It's important to exercise critical thinking skills.

SHA World Languages Department

Study Tips for Learning a Second Language - Mrs. Duffy, Ms. Heeney, and Ms. Kosman

Practice leads you to proficiency! To grow your proficiency in a second language, consistent practice is necessary. As a department, we recommend students spend at least 15 minutes each day reviewing. Below are a few suggested study techniques.

1. FlashCards/Quizlet- Look at the English term/side of the card and on a separate sheet of paper spell out the French/Spanish word (making sure to make note of the gender if the word is a noun). Repetition is key to acquiring new vocabulary- keep working on this until you can correctly identify and spell each word. Some students also benefit from associating images to new vocabulary terms.

2. Dictation. Use Quizlet or your online text to listen to each word. Practice writing and repeating what you hear. You can modify it by having another student read the word to you. This will help you to connect the sound of the word to the spelling.

3. Sentence Practice: After successfully associating each vocabulary word with its English equivalent, practice writing sentences. Use the sentence structures presented in class as a model.

4. Online Textbook Student Resources: Make use of the online text activities and the audio resources. Audio is available for every listening activity as well as a run-through of the vocabulary.

5. Additional Vocabulary Practice Suggestions:
    - Group similar vocabulary words together. Create categories to help you remember the meaning of each word.
    - Because nouns in French and Spanish have a grammatical gender, it could be helpful to color code your notes/vocabulary list by grammatical gender.

6. A nightly review of the class notes/activities is highly recommended. Review means ensuring all the notes make sense and can be applied. Please check and make a note if you have questions for the next class period.

7. Immerse yourself in the language! Check out your teacher's portal pages for resources such as music, film, and TV recommendations.

SHA Theology Department

Theology Study Tips - Ms. Donnelly

Church History	*Staying proactive with class notes during lectures, and powerpoints, is a great way to stay consistent with studying. The notes are foundational for understanding the material.* ***Any handwritten notes can be used during quizzes and writing reflections.*** *Developing habits of actively engaging in the content discussions and writing notes from those discussions also makes for a more effective study habit.*

Catholic Social Teaching	*Staying proactive with class notes during lectures, and powerpoints, is a great way to stay consistent with studying. The notes are foundational for understanding the material. Developing habits of actively engaging in the content discussions and writing notes from that also makes for a more effective study habit.* ***Most assessments will be applying notes to a written reflection or project, so notes can be used during all major in-class assessments.***