USD 261
HAYSVILLE SCHOOLS
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To: USD 261 Board of Education & Dr. John Burke

From: Jennifer Reed, Curriculum & Assessment Coordinator

Re: USD 261 Study Skills Curriculum

Date: November 21, 2016

History/Relevance: This comes directly from the strategic plan and is listed as, "Design and implement a PreK-12 Study Skills curriculum." Not only does this align language and content between all grade levels in the district, but it also ties to the Kansas Can vision of a successful high school graduate.

What: We are asking for approval to implement the attached Study Skills Curriculum PreK-12.

Why: Students need more than academic work to be successful. They need to be taught organizational skills, good study habits, communication and self-advocacy. This curriculum will help our students not only increase their academics, but also teach them skills that will help them beyond graduation.

Where: This curriculum will be available to all students in the district.

When: The curriculum will be available to buildings second semester in the 2016-2017 school year. This will be a working document where we continue to build resources as we implement.

How: Once the curriculum is approved, the study skills team will meet to add resources and provide training to the staff.

Who: All district certified staff members will receive training to implement the study skills curriculum.

How much: The Study Skills Curriculum will not require any funding.

Thank you,
Jennifer Reed

Jennifer A Reed

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Pre-K Study Skills Checklist

- ☐ Follows single step instructions
- ☐ Correctly responds to name when called
- ☐ Looks at speaker
- ☐ Maintains eye contact when responding to a question or during a conversation
- ☐ Requests need for help as appropriate
- ☐ Establishes a routine at home (time & place) for homework or suggested activities from Pre-K teachers
- ☐ Brings backpack and daily/weekly folder (communication tool) to school
- ☐ Identifies a problem and a goal
- ☐ Distinguishes between different Essential Questions (who, what, when, where, why, how)
- ☐ Participates in construction of Social Contract

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Kindergarten Study Skills Checklist

- ☐ Follows 2-3 step instructions
- ☐ Does not interrupt others that are speaking
- ☐ Controls activity level to maintain focus on the speaker
- ☐ Makes requests from others to fill specific needs
- ☐ Explores homework environment preferences for routine at home
- ☐ Prepares backpack the night before
- ☐ Identifies problem solving steps:
  - Plan
  - Do
  - Review
- ☐ Summarizes Essential Questions using illustrations
- ☐ Identifies steps to achieve a goal when teacher presents an objective
- ☐ Uses Social Contract in everyday interactions

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1st Grade Study Skills Checklist

- ☐ Correctly responds to individual and group instructions
- ☐ Uses appropriate volume level in a variety of settings
- ☐ Uses cues to demonstrate that he/she is paying attention
- ☐ Asks appropriate questions for clarification
- ☐ Gathers/Determines appropriate tools to complete homework tasks
- ☐ Manages subject folders/notebooks (Reading and Math only)
- ☐ Identifies problem solving steps within a context
  - Plan
  - Do
  - Review
- ☐ Completes teacher-generated notes pages by filling in the blank
- ☐ Determines steps to achieve a goal when teacher presents an objective
- ☐ Uses Social Contract in everyday interactions

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2nd Grade Study Skills Checklist

- ☐ Recognizes feelings or specific needs and identifies adults who can help at home or school
- ☐ Initiates conversations with others
- ☐ Demonstrates open posture when communicating
- ☐ Communicates feelings or specific needs and identifies adults who can help at home or school
- ☐ Recognizes and communicates daily homework to parents
- ☐ Manages subject folders/notebooks (all core subjects)
- ☐ Uses problem solving steps to solve simple problems
  - Plan
  - Do
  - Review
- ☐ Begins note-taking process using 2-5 bullets
- ☐ Achieves an individual goal
- ☐ Uses Social Contract in everyday interactions and to resolve conflict

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3rd Grade Study Skills Checklist

- ☐ Accepts divided adult and peer attention in a variety of settings
- ☐ Initiates authentic conversations with others
- ☐ Communicates using "Square Up" (shoulder to shoulder)
- ☐ Attempts tasks independently and if unable to do so, follow procedures for seeking help
- ☐ Initiates (get materials/homework ready) homework routine independently and share agenda with parents
- ☐ Manages subject folders/notebooks (all core subjects)
- ☐ Uses problem solving steps to persevere through complex/multi-step problems
  - Plan
  - Do
  - Review
- ☐ Uses highlighting to identify key words and gaps from previous note-taking to answer Essential Question
- ☐ Collaborates with others to achieve a goal
- ☐ Uses Social Contract in everyday interactions and to resolve conflict

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4th Grade Study Skills Checklist

- ☐ Correctly responds to multi-step directions
- ☐ Speaks slowly and in a clear voice for better understanding
- ☐ Independently communicates using eye contact, open posture, and square up
- ☐ Appropriately manages and completes multi-step directions
- ☐ Self-starts on homework routine and share agenda with parents
- ☐ Manages subject folders/notebooks/technology
- ☐ Expands problem solving steps to persevere through complex multi-step problems
  - Plan: Task Definition
  - Plan: Information Seeking Strategies
  - Do: Location and Access
  - Do: Use of Information
  - Review: Synthesis
  - Review: Evaluation
- ☐ Collaborates with partner to review notes; then generate questions relating to those notes and create a 2-4 sentence summary
- ☐ Manages goals by prioritizing
- ☐ Uses Social Contract in everyday interactions and to resolve conflict

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5th Grade Study Skills Checklist

- ☐ Identifies and expresses preferences to meet the needs of his/her learning style
- ☐ Respectfully expresses agreements and disagreements
- ☐ Identifies and adapts appropriate body language for the situation
- ☐ Asks questions to obtain information and clarification to meet the needs of his/her learning styles
- ☐ Utilizes agenda for homework planning purposes (balancing personal schedules)
- ☐ Manages subject folders/notebooks/ technology
- ☐ Identifies problem solving steps components within a context
  - Plan: Task Definition
  - Plan: Information Seeking Strategies
  - Do: Location and Access
  - Do: Use of Information
  - Review: Synthesis
  - Review: Evaluation
- ☐ Summarizes notes in 4-7 sentences, answering Essential Question
- ☐ Uses time wisely to complete goals
- ☐ Internalizes Social Contract to shape choices and actions

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6th Grade Study Skills Checklist

- ☐ Recognizes feelings or specific needs and identifies adults who can help at home or school within a middle school structure
- ☐ Participates in discussions, adding own ideas to stay on topic
- ☐ Refocuses on the speaker whenever thoughts may stray away from the goal of understanding the speaker's message
- ☐ Appropriately communicates feelings or specific needs and identifies adults who can help at home or school within a middle school structure
- ☐ Utilizes agenda to manage homework /projects (teacher-led)/activities in a middle school setting
- ☐ Manages subject folders/notebooks/ technology within a middle school structure
- ☐ Uses problem solving steps to persevere through complex/multi-step problems
  - Plan: Task Definition
  - Plan: Information Seeking Strategies
  - Do: Location and Access
  - Do: Use of Information
  - Review: Synthesis
  - Review: Evaluation
- ☐ Utilizes text features to identify important information in a variety of text types
- ☐ Estimates time to successfully complete goals
- ☐ Internalizes Social Contract to shape choices and actions

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7th Grade Study Skills Checklist

- ☐ Identifies own interests and strengths
- ☐ Asks and answers questions thoughtfully and using details about the topic
- ☐ Avoids multi-tasking such as texting or shuffling through notes to show the speaker that he/she is paying attention
- ☐ Shares interests and strengths with others
- ☐ Utilizes agenda to prioritize homework/projects (teacher-led)/activities in a middle school setting
- ☐ Manages subject folders/notebooks/technology within a middle school structure
- ☐ Determines what problems solving steps to use to persevere through tasks, situations, problems, and/or assignments
    - Plan: Task Definition
    - Plan: Information Seeking Strategies
    - Do: Location and Access
    - Do: Use of Information
    - Review: Synthesis
    - Review: Evaluation
- ☐ Creates an informed response to the Essential Question using multiple resources
- ☐ Manages goals by prioritizing in a middle school structure
- ☐ Internalizes Social Contract to shape choices and actions

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8th Grade Study Skills Checklist

- ☐ Identifies possible future career options based on interests and strengths
- ☐ Uses respectful language in any feedback or questions
- ☐ Stays engaged and listen without getting distracted with thoughts of rebuttals, responses, or other ideas that he/she wants to express
- ☐ Expands upon and share possible future career options based on interests and strengths
- ☐ Explores management systems to prioritize homework/projects (more independent)/ activities
- ☐ Explores management system for subject folders/notebook/technology
- ☐ Applies problem solving steps to any setting
  - Plan: Task Definition
  - Plan: Information Seeking Strategies
  - Do: Location and Access
  - Do: Use of Information
  - Review: Synthesis
  - Review: Evaluation
- ☐ Independently applies Cornell note-taking process
- ☐ Justifies realistic goals with evidence
- ☐ Internalizes Social Contract to shape choices and actions

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9th Grade Study Skills Checklist

- ☐ Recognizes feelings or specific needs and identifies adults and peer leaders who can help at home or school in a high school structure
- ☐ Initiates participation in discussions, adding own ideas to stay on topic
- ☐ Appropriately communicates active listening skills in a high school structure
- ☐ Appropriately communicates feelings or specific needs and identifies adults and peer leaders who can help at home or school in a high school structure
- ☐ Develops and customizes management systems to prioritize homework/projects/ activities
- ☐ Develops and customizes management system for subject folders/notebooks/technology within high school structure
- ☐ Applies problem solving steps to any setting within a high school structure
  - Plan: Task Definition
  - Plan: Information Seeking Strategies
  - Do: Location and Access
  - Do: Use of Information
  - Review: Synthesis
  - Review: Evaluation
- ☐ Independently applies Cornell note-taking process in a high school structure
- ☐ Manages goals by prioritizing in a high school structure
- ☐ Internalizes Social Contract to shape choices and actions

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10th Grade Study Skills Checklist

- ☐ Explores appropriate possible future college and career options based on interests and strengths
- ☐ Summarizes and reflects on what has been said by paraphrasing
- ☐ Utilizes reflection and question when listening to the speaker
- ☐ Shares appropriate possible future college and career options based on interests and strengths
- ☐ Refines management systems to prioritize homework/projects/activities
- ☐ Refines management system for subject folders/notebooks/technology within high school structure
- ☐ Applies problem solving steps to any setting within a high school structure
  - Plan: Task Definition
  - Plan: Information Seeking Strategies
  - Do: Location and Access
  - Do: Use of Information
  - Review: Synthesis
  - Review: Evaluation
- ☐ Refines Cornell note-taking process in a high school structure
- ☐ Utilizes S.M.A.R.T. framework to complete goals
- ☐ Advocates for self and others with Capturing Kids' Hearts framework

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11th Grade Study Skills Checklist

- ☐ Discerns appropriate possible future college and career options based on interests and strengths
- ☐ Responds in a relevant way that addresses the content or emotion of the message
- ☐ Discerns exaggeration, bias, prejudice, or emotional hype within communication
- ☐ Takes action regarding appropriate possible future college and career options based on interests and strengths
- ☐ Adapts management systems to prioritize homework/projects/activities for new demands/choices/CCR
- ☐ Adapts management system for new demands/choices/CCR
- ☐ Applies problems solving steps to new demands/choices/CCR
  - Plan: Task Definition
  - Plan: Information Seeking Strategies
  - Do: Location and Access
  - Do: Use of Information
  - Review: Synthesis
  - Review: Evaluation
- ☐ Adapts Cornell note-taking process for new demands/choices/CCR
- ☐ Adapts goals for new demands/choices/CCR
- ☐ Advocates for self and others with Capturing Kids' Hearts framework

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12th Grade Study Skills Checklist

- ☐ Independently identifies and pursues tasks related to college and career readiness
- ☐ Identifies and adapts overall presentation to meet the needs of the situation
- ☐ Uses information gathered during active listening to gain deeper meanings and make connections
- ☐ Actively pursues and completes tasks related to college and career readiness
- ☐ Adapts management systems to prioritize homework/projects/activities for new demands/choices/CCR
- ☐ Adapts management system for new demands/choices/CCR
- ☐ Applies problem solving steps to new demands/choices/CCR
  - Plan: Task Definition
  - Plan: Information Seeking Strategies
  - Do: Location and Access
  - Do: Use of Information
  - Review: Synthesis
  - Review: Evaluation
- ☐ Modifies Cornell note-taking process to tackle future demands/choices/CCR
- ☐ Actively pursues goals related to new demands/choices/CCR
- ☐ Advocates for self and others with Capturing Kids' Hearts framework