

Study Skills I

Critical Content

Study Skills II is designed to prepare students for success in high school or for post-secondary education. Topics covered include: reading improvement skills, such as scanning, note-taking and outlining; library and research skills; listening, note-taking, and vocabulary skills; and test taking skills. Exercises to generate organized and logical thinking will be integral to the curriculum. This course may be taken only once.

Proficiency/Ability	Focus	Recommended Assessment/Resources
Managing Study Time, Habits, and Place	Using time effectively in order to complete school assignments, prepare adequately for tests and improve grades.	<ul style="list-style-type: none"> • Basso, D. & McCoy, N. (1996). <i>Study Tools: A Comprehensive Curriculum guide for Teaching Study Skills to Students with Special Needs</i>. Columbia, Twins Publications. • Green, L. J. (2005). <i>Study Max: Improving Study Skills in Grade 9-12</i>. Thousand Oaks, Corwin Press. • Mangrum, C. & Strichart, S. (2005). <i>Study Skills and Strategies for Students in High School</i>. Loveland, Mangrum-Strichart Learning Resources.
<ul style="list-style-type: none"> • Organize and structure study time and goals using calendars and planners to record information and make decisions • Prepare weekly schedules • Write and evaluate study habits • Determine how to improve these and determine what to improve first • Learn features of good study-places and determine what to improve. 	Calendar, weekly planner, daily planner, organization, planning; and scheduling; Study habits; Study location	<p>Basso & McCoy (1996) pp. 41-56</p> <p>Greene (2005) pp. 44-100</p> <p>Mangrum & Strichart (2005) pp. 1-24</p>

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Remembering and Recalling Information	Retaining important information and ideas from lecture and text.	<ul style="list-style-type: none"> • Basso, D. & McCoy, N. (1996). <i>Study Tools: A Comprehensive Curriculum guide for Teaching Study Skills to Students with Special Needs</i>. Columbia, Twins Publications. • Green, L. J. (2005). <i>Study Max: Improving Study Skills in Grade 9-12</i>. Thousand Oaks, Corwin Press. • Mangrum, C. & Strichart, S. (2005). <i>Study Skills and Strategies for Students in High School</i>. Loveland, Mangrum-Strichart Learning Resource.
<ul style="list-style-type: none"> • Learn several techniques/memory frameworks to organize and remember important information and evaluate which techniques to use based on content and purpose 	Repetition, graphic organizers, grouping, rhyme, acronyms	<p>Basso & McCoy (1996) pp. 85-123</p> <p>Greene (2005) pp. 175-196</p> <p>Mangrum & Strichart (2005) pp. 143-168</p>

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<p>Reading and Taking Notes from Textbooks and Graphic Aids understanding Parts of a Textbook</p>	<p>Obtaining information from textbooks. Interpreting maps, graphs, diagrams, textbooks, tables and charts.</p>	<ul style="list-style-type: none"> • Basso, D. & McCoy, N. (1996). <i>Study Tools: A Comprehensive Curriculum guide for Teaching Study Skills to Students with Special Needs</i>. Columbia, Twins Publications. • Green, L. J. (2005). <i>Study Max: Improving Study Skills in Grade 9-12</i>. Thousand Oaks, Corwin Press. • Mangrum, C. & Strichart, S. (2005). <i>Study Skills and Strategies for Students in High School</i>. Loveland, Mangrum-Strichart Learning Resource.
<ul style="list-style-type: none"> • Use reading strategies as they apply to specific content and textbooks • Determine meaning from graphs • Detail relationships between sets of facts depicted in graphs • Use the different parts of graphs to help read the graph • Explain the parts of a diagram and how they go together as a whole • Use diagrams to find answers and to determine meaning • Use tables, timelines and charts to locate information • Read map legend, compass and scale to locate information and demonstrate how to use a map • Distinguish between different types of maps and determine purpose of each; explain relationships or processes 	<p>Textbooks; Pictographs; pie graphs; bar graphs; line graphs; Diagrams; Tables; timelines; organizational charts; flow charts; Map legend; map compass; map scale; physical and political maps; road maps; weather maps</p>	<p>Basso & McCoy (1996) pp. 57-84</p> <p>Greene (2005) pp. 147-174</p> <p>Mangrum & Strichart (2005) pp. 25-80</p>

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Taking Notes	Taking accurate notes by determining the important information presented in lecture, on the overhead and/or board and in the text.	<ul style="list-style-type: none"> • Basso, D. & McCoy, N. (1996). <i>Study Tools: A Comprehensive Curriculum guide for Teaching Study Skills to Students with Special Needs</i>. Columbia, Twins Publications. • Green, L. J. (2005). <i>Study Max: Improving Study Skills in Grade 9-12</i>. Thousand Oaks, Corwin Press. • Mangrum, C. & Strichart, S. (2005). <i>Study Skills and Strategies for Students in High School</i>. Loveland, Mangrum-Strichart Learning Resource.
<ul style="list-style-type: none"> • Use signal words and signal statements to help determine when an order is important • Learn to abbreviate; omit words to capture important points of a lesson • Determine what symbols they could use in different classes to improve note taking speed and accuracy • Learn and be able to distinguish lecture styles to foster more efficient listening and note taking • Learn how to rewrite notes and use this strategy to foster deeper learning • Learn and use various note-taking and study techniques 	Lecture; signal words; signal statements; abbreviate; symbols; lecture style; rewrite; mapping, New American Notebook; Power Notes etc.	<p>Basso & McCoy (1996) pp. 223-300</p> <p>Greene (2005) pp. 147-174</p> <p>Mangrum & Strichart (2005) pp. 57-117</p>

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<p>Preparing for and Taking Tests</p>	<p>Preparing for various types of tests: multiple choice, true/false, matching, short answer and essay.</p>	<ul style="list-style-type: none"> • Basso, D. & McCoy, N. (1996). <i>Study Tools: A Comprehensive Curriculum guide for Teaching Study Skills to Students with Special Needs</i>. Columbia, Twins Publications. • Green, L. J. (2005). <i>Study Max: Improving Study Skills in Grade 9-12</i>. Thousand Oaks, Corwin Press. • Mangrum, C. & Strichart, S. (2005). <i>Study Skills and Strategies for Students in High School</i>. Loveland, Mangrum-Strichart Learning Resource. • http://www.doe.nv.gov/statetesting.html
<ul style="list-style-type: none"> • Review note taking and recall strategies to determine which are needed for any given test • Determine difference between two types of multiple choice test items • Learn between questions that have answers right in the text and those that ask for inference • Improve ability to take read and analyze various types of test questions • Organize most important ideas • Determine key words and/or quotes to use within written answers • Evaluate content and mechanics of answers 	<p>Note taking and recall strategies; Multiple choice test items; true/false and matching test items; Essay and short answer questions</p>	<p>Basso & McCoy (1996) pp. 125-199</p> <p>Mangrum & Strichart (2005) pp. 169-200</p> <p>State department of education website shows three types of questions (A1, A2, A3) http://www.doe.nv.gov/statetesting/hsprofexam.attachment/304659/GHRD_Release.pdf</p>

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Using reference sources. Writing a research paper.	Become aware of electronic and print forms reference sources. Obtain, document and organize print and electronic information and present it in a clear written form.	<ul style="list-style-type: none"> • Basso, D. & McCoy, N. (1996). <i>Study Tools: A Comprehensive Curriculum guide for Teaching Study Skills to Students with Special Needs</i>. Columbia, Twins Publications. • Kemper, D. & Sebranek, P. (2001). <i>Inside Writing</i>. Wilmington, Write Source. TE and SE • Mangrum, C. & Strichart, S. (2005). <i>Study Skills and Strategies for Students in High School</i>. Loveland, Mangrum-Strichart Learning Resource.
<ul style="list-style-type: none"> • Use search engines and key words to search • Determine if resource is valid • Effectively use index, glossary etc. to locate information in reference materials • Locate and use words in a dictionary or thesaurus • Locate information using both biographical and autobiographical sources • Determine the differences • Narrow topic, locate and organize important information about this topic • Prepare note cards. Write an outline, draft, edit. • Prepare bibliography and title page 	Electronic references; abridged and unabridged dictionaries; thesaurus encyclopedias, almanac, atlas; Locate and reference biographical information: biography and autobiography; Write research	<p>Basso & McCoy (1996) pp. 301-321</p> <p>Kemper & Sebranek (2001) all</p> <p>Mangrum & Strichart (2005) pp. 119-142</p>

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<p>Understanding and pronouncing words: prefixes, suffixes, stems, syllables, word patterns. Learning word meaning. Learning spelling strategies</p>	<p>Develop strategies for understanding and pronouncing words; understanding and using new vocabulary; spelling words.</p>	<ul style="list-style-type: none"> • Mangrum, C. & Strichart, S. (2005). <i>Study Skills and Strategies for Students in High School</i>. Loveland, Mangrum-Strichart Learning Resource. • Sirles, C. (1997). <i>Root Awakenings: Vocabulary Development Using Classical Word Roots</i>. Champaign, Stipes Publishing.
<ul style="list-style-type: none"> • Use prefixes, suffixes, stems and your own background knowledge to help determine word meaning and pronunciation • Divide words into separate syllables to improve pronunciation • Sort words by patterns, meaning, prefix etc. to develop word attach strategies • Make word associations to evaluate meaning • Define words using associations and references • Use various vocabulary strategies to define words • Use various strategies to improve word spelling 	<p>Prefix, suffix, stems, background knowledge, word meaning ; pronunciation; syllables, word sorts, patterns; word association; dictionary, context clue; word study; word pattern</p>	<p>Mangrum & Strichart (2005) pp. 201-213 & 229-252</p> <p>Sirles (2005) all</p>

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Locating and recreating main idea	Determine the main idea in reading paragraphs and selections of text.	<ul style="list-style-type: none"> • Basso, D. & McCoy, N. (1996). <i>Study Tools: A Comprehensive Curriculum guide for Teaching Study Skills to Students with Special Needs</i>. Columbia, Twins Publications. • Mangrum, C. & Strichart, S. (2005). <i>Study Skills and Strategies for Students in High School</i>. Loveland, Mangrum-Strichart Learning Resource. • Pauk, W. (2005). <i>Reading in the Content Areas: Mathematics</i>. New York, McGraw Hill. • Pauk, W. (2005). <i>Reading in the Content Areas: Science</i>. New York, McGraw Hill.
<ul style="list-style-type: none"> • Use bold words, headings, pictures, titles, cover pages etc. to activate prior knowledge • Use strategies such as SQ3R (Scan passage, come up with a question, recite and recall main information and review at the end of passage) to locate main ideas • Use strategies such as SQ3R (Scan passage, come up with a question, recite and recall main information and review at the end of passage) to locate main ideas 	Activate prior knowledge ; reading strategies; topic sentence; main idea;	<p>Basso & McCoy (1996) pp. 323-354</p> <p>Mangrum & Strichart (2005) pp. 215-227</p> <p>Pauk (2005) all</p>

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Resources	Purchased	# Per Class	ISBN
Basso, D. & McCoy, N. (1996). <i>Study Tools: A Comprehensive Curriculum guide for Teaching Study Skills to Students with Special Needs</i> . Columbia, Twins Publications.	No	1	http://www.twinspublications.com/study_tools.htm
Green, L. J. (2005). <i>Study Max: Improving Study Skills in Grade 9-12</i> . Thousand Oaks, Corwin Press.	No	1	1412904684
Kemper, D. & Sebranek, P. (2001). <i>Inside Writing</i> . Wilmington, Write Source.	No	20 1	9780669504576SE 9780669504125TE
Mangrum, C. & Strichart, S. (2005). <i>Study Skills and Strategies for Students in High School</i> . Loveland, Mangrum-Strichart Learning Resource.	Yes	1	0974599948
Pauk, W. (2005). <i>Reading in the Content Areas: Mathematics</i> . New York, McGraw Hill.	No	20	0078617065
Pauk, W. (2005). <i>Reading in the Content Areas: Sciences</i> . New York, McGraw Hill	No	20	0078617073
Sirles, C. (1997). <i>Root Awakenings: Vocabulary Development Using Classical Word Roots</i> . Champaign, Stipes Publishing.	No	1	0875635814

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