

HADDONFIELD PUBLIC SCHOOLS

Curriculum Map for 6th Grade Study Skills

<i>First Trimester</i>			
<p>Targeted Standard(s): NJCCCS 8.1.A.1; 8.1.A.4; 8.1.A.10; 3.1.A.3; 3.1.F; 3.1.G.10; 3.1.G.11; 3.2.A; 3.3.A; 3.3.C; 3.4.A; 3.4.B 5.1.A; 5.1.B; 5.2.A; 6.1 Interdisciplinary: NJCCCS Technological Literacy 8.1A, 8.1B; Career Education and Life Skills 9.2A, 9.2B, 9.2C, 9.2D</p>			
<p>Enduring Understandings (<i>The big ideas</i>): Independent learners know how to stay organized, choose effective strategies, and use tools that help them thrive in a complex information environment. Words powerfully affect meaning. Personal attitudes, behaviors, knowledge and skills promote self awareness, personal responsibility, and self-direction. Oral discussion helps to build connections to others and create opportunities for learning. Effective listeners are able to interpret and evaluate increasingly complex messages. Efficient systems increase productivity and learning. Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text. Selection of technology should be based on personal and/or career needs assessment. A tool is only as good as the person using it. There are credible and questionable sources of information.</p>			
<p>Essential Questions: What habits does a student need to create to be prepared and successful? How can discussion increase our knowledge and understanding of ideas? Why do I need to be accountable? Why do students need to pay attention to vocabulary? Why are systems important? How does a listener understand a message? How does understanding a text's structure help me better understand its meaning? How do I choose which technological tools to use and when it is appropriate to use them? How can I transfer what I know to new technological situations/experiences? How do you locate legitimate sources?</p>			
Core Content/Objectives		Instructional Actions	
Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
How to plan assignments, activities, and materials for task completion and time management (ongoing)	Daily use of agenda to track assignments, schedule study times Use agenda as a resource guide Organize binders and folders for class Organize supplies in pencil bag and locker Solve problems about time management priorities	Individually make/check entries in agenda Scavenger Hunt for information in agenda with a partner Describe/ illustrate organization system of locker and materials Whole class and group discussions Individually organize AA binder	Teacher observation AA binder complete Entries in notebook
How APO- Attitude, Preparation,	Identify and communicate the importance	Read: "Attitude" and "Believe in Yourself"	Class and group discussions

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Organization -effects your school performance (ongoing)	of attitude towards school, being prepared for learning, and keeping supplies organized	How is your APO? Attitude, Preparation and Organization Type 2 writing	Entries in notebook Self-evaluation
Techniques for increasing memory Subject area vocabulary	Work with a partner and group to communicate ideas and information Define and use: mnemonic, acronym, systems, attitude, preparation, organization, self-talk, brainstorm, cutting-edge	Note-taking Acronym List Group discussion	Teacher observation Type 2: Writing about your thinking.
Where, how, and why we use systems	Describe the advantages of a system Identify systems across content areas	Brainstorm Group discussions 1-88 experience	Type 2: Summarize the advantages of a system? Teacher observation
Systems for taking notes	Use the Two-Column Note-Taking system	Direct Instruction- handout Prepare paper for note-taking	Class discussion Notes observed
Difference between active and passive listening	Demonstrate and give examples of active listening strategies	Read editorial from New York Times promoting SLANT	Teacher Observation Self-Evaluation
How to understand information in traditional textbooks and textbooks online	Preview textbook features Recognize the need for accessing and using information Compare and contrast electronic text with traditionally printed text Input and access text and data	THIEVES www.phschool.com Use science textbook in print and electronically to complete compare and contrast chart	Completion of assigned writing task Graphic organizer
Identify the characteristics of a successful student	Self-evaluate characteristics as a learner Identify and analyze why, when, where, what to study Work with a partner and group to communicate ideas and information	Checklist: "What Kind of a Student Are You?" Group discussion Brainstorm, compare to research, take notes	Graphic Organizer

Resources/Technology:

Agenda Books

Study Skills: A Landmark School Student Guide

Developing Writing and Thinking Skills Across the Curriculum

History of Our World: The Early Ages- text and online

Astronomy: Science Explorer- text and online

How to Get Good Grades: In Ten Easy Steps

www.READWRITETHINK.org

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<i>Second Trimester</i>			
<p>Targeted Standard(s): NJCCCS 3.1.E.1; 3.1.E.2; 3.1.E.6; 3.1.G.4; 3.1.G.8; 3.1.G.10; 3.1.G.11; 3.1.H.1; 3.1.H.5; 3.4.B; 5.1.B; Interdisciplinary: NJCCCS Technological Literacy 8.1A, 8.1B; Career Education and Life Skills 9.2A, 9.2C, 9.2D American Association of School Librarians: 1.1.2; 1.1.3; 1.1.9; 2.1.2; 2.1.3; 2.1.5; 2.4.1; 2.4.3; 2.4.4; 3.1..2; 3.4.1;</p>			
<p>Enduring Understandings (<i>The big ideas</i>): Independent learners know how to stay organized, use effective strategies, and use tools that help them thrive in a complex information environment. Words powerfully affect meaning. Oral discussion helps to build connections to others and create opportunities for learning. Effective listeners are able to interpret and evaluate increasingly complex messages. Efficient systems increase productivity and learning. Learning how to learn is one of the most valuable tools available to help students achieve success in school and life. To improve you must understand all there is to gain from improvement and be committed to pursuing goals. It is an individual's responsibility to contribute to the exchange of ideas within the learning community. The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.</p>			
<p>Essential Questions: What habits does a student need to create to be prepared and successful? How can discussion increase our knowledge and understanding of ideas? Why do students need to pay attention to vocabulary? Why are systems important? How does a listener understand a message? What tools and skills are necessary for success in school and life? How do individuals take in and process information? How does one prepare for and increase performance on tests? Is the student aware that the foundational traits for 21st-century learning require self-accountability that extends beyond skills and dispositions? Does the student recognize personal strengths and weaknesses over time and become a stronger, more independent learner?</p>			
Core Content/Objectives		Instructional Actions	
Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
<p>How to plan assignments, activities, and materials for task completion and time management (ongoing)</p> <p>How to prepare for studying</p> <p>You learn primarily through three modalities: visual, auditory, kinesthetic</p>	<p>Develop a study plan Organize materials and knowledge so it is useful</p> <p>Identify skills successful students use Assess strengths and weaknesses of personal study habits</p> <p>Identify learning styles-VAK Recognize characteristics of VAK</p>	<p>Review agenda usage, assignment dates</p> <p>Brainstorm Class and group discussions</p> <p>Define VAK Read: "Focus on Learning Styles"</p>	<p>Teacher observation Self-evaluation</p> <p>Type 2: How would you describe a successful student? Assess your strengths and weakness. What is your plan for improvement?</p> <p>Completed survey and checklist List personal strategies for learning</p>

