

**EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services**

Course of Study

Course Title: Study Skills (Course #915)	
Rationale: Students need to develop solid study skills in order to complete assignments successfully as they take on more extracurricular activities, accept part-time jobs, and prepare for careers after graduation. Unfortunately, many students have not developed these skills. Most students would benefit from a study skills program that presents the essential skills and motivates them to make use of those skills.	
Course Description: This course is designed for students interested in improving their study skills in order to succeed as lifelong learners. The course offers instruction in time management, organizational skills, reading analysis, note taking, listening skills, critical thinking skills, researching and producing reports, library and reference skills, memory techniques, and test-taking strategies.	
Length of Course	Semester
Grade Level	9-12 (except at UMHS)
Department	Non-departmental
Grade Level	Student interest EDHS, ORHS, PHS (Health and Study Skills is a required course for 9 th grade students at UMHS so most students will be enrolled as ninth graders)
Credit X 5 units each semester <input type="checkbox"/> Meets graduation requirements <input type="checkbox"/> Request for UD "a-f" requirements <input type="checkbox"/> College Prep X Elective <input type="checkbox"/> Vocational	
District Sites:	EDHS, ORHS, PHS, *UMHS *Course taught in conjunction with Health-Students receive 5 credits for each course
Board of Trustees Adoption Date:	February 14, 2006
Textbook Title:	None - supplemental materials

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Unit 1: Organization and Time Management

- Goals:
- A) Students will learn to manage their time and set priorities.
 - B) Students will identify personal organizational techniques necessary to improve academic success

OBJECTIVES	SUGESTED ACTIVITIES
The student will:	
1. The student will identify, understand, and develop personal time management techniques.	Review strategies and complete activities as suggested on the sites listed under <i>Organization and Time Management</i> *
2. The student will identify, and understand, and develop personal organization techniques.	Utilize the time management strategies above to develop personal time management plan which may include some or all of the following: <ul style="list-style-type: none"> ▪ Maintain a classroom notebook ▪ Keep an assignment sheet/planner ▪ Use a calendar to plan long range activities
3. Students will complete self-evaluation of learning style and understand how to optimize their personal learning style in the classroom.	Complete Learning Style activities on- line <ul style="list-style-type: none"> ▪ See <i>Learning Styles and Multiple Intelligences Resources</i> * ▪ Class or small group discussion
4. Students will use regular unstructured time for individual study activities	Students use regularly scheduled class time for individual studying, homework, sustained silent reading, keyboard practice etc. <ul style="list-style-type: none"> ▪ Students self evaluate use of study time
5. Students will select an appropriate schedule, place, and materials for effective studying	<ul style="list-style-type: none"> ▪ Class discussion ▪ Self Evaluation ▪ Personal Reflection

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Unit 2: Goal Setting, Motivation, Attitude, and Responsibility

Goal: Students will understand the importance of personal motivation, attitude, responsibility, and goal setting in successful school performance.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
1. Understand how to set goals and prioritize	Students write and track personal goals, and identify obstacles and solutions toward achieving those goals.
2. Understand the importance of attitude, motivation, and responsibility toward personal success	<p>Students discuss personal responsibilities, attitudes, and motivation in various home and school situations.</p> <ul style="list-style-type: none"> ▪ <i>Academy of Achievement: A Museum of Living History*</i> ▪ <i>In Search of Character*</i> ▪ <i>School to Work: Ethics in the Workplace*</i> <p>Students view <i>Groundhog Day</i> and discuss and writing about how attitude affects life.</p>

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Unit 3: Listening and Note Taking Skills

Goals: A) Students will improve listening skills and comprehension for verbally presented material

B) Students will demonstrate the ability to take effective notes from both oral and written sources

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
1. Learn to listen for main ideas, facts, and details	<ul style="list-style-type: none"> ▪ Lecture
2. Learn various note taking techniques	<p>Students will take notes from both lecture and text using the following:</p> <ul style="list-style-type: none"> ▪ Cornell Note Taking* ▪ Double Entry Journals ▪ Annotating and Highlighting Texts* ▪ Margin Notes ▪ Venn Diagram* ▪ Mapping*

Content Standards: English Language Arts Grades 11-12 1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies). 1.0 Listening and Speaking Strategies. Students formulate adroit judgments about oral communication.

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Unit 4: Critical Thinking and Problem Solving

Goal Students will develop and demonstrate problem solving techniques for different subject areas, social situations, and work situations.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
1. Learn to think critically and develop problem solving skills.	Students will practice different styles for problem solving skills
2. Learn to analyze and evaluate the problem solving process and implement it into their personal decision making process	<ul style="list-style-type: none"> ▪ Class discussions ▪ Small group discussion

Content Standards: Algebra I

Grades Eight Through Twelve - Mathematics Content Standards
2.0 Students use and know simple aspects of a logical argument: **2.1** Students explain the difference between inductive and deductive reasoning and identify and provide examples of each. **2.2** Students identify the hypothesis and conclusion in logical deduction. **2.3** Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion. Geometry Grades Eight Through Twelve - Mathematics Content Standards. **3.0** Students construct and judge the validity of a logical argument and give counterexamples to disprove a statement.

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Unit 5: Memory and Test Taking

Goals: A) Students will learn a variety of strategies for test preparation.

B) Students will demonstrate the ability to study for and take tests.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
1. Students will learn and apply a variety of techniques to improve memory and to study for tests.	<ul style="list-style-type: none"> ▪ Acronyms and Acrostics* ▪ Method of Loci* ▪ Rhymes and Songs* ▪ Recitation*
2. Students will learn about the different types of tests (Multiple Choice, True False, Open Book, Essay etc.) and strategies for successful completion (pacing, guessing, understanding the prompt, etc.)	<ul style="list-style-type: none"> ▪ Review Ten Traps of Studying* ▪ Test Taking Tips Power Point* ▪ Practice Test Taking (CAHSEE)

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Unit 6: Reading Comprehension

Goal Students will improve their ability to read, comprehend, and study written material across the curriculum.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
1. Understand the various parts of a textbook.	<ul style="list-style-type: none"> ▪ Understanding Parts of a Textbook Handout * ▪ Textbook Review Worksheet *
2. Improve their reading comprehension to more effectively study for tests across the curriculum.	<ul style="list-style-type: none"> ▪ SQ3R * ▪ Reciprocal Teaching * ▪ HOT SEAT* ▪ Review Word Roots, Prefixes, and Suffixes to assist with new vocabulary ▪ Graphic Organizers* (KWLH, Main Ideas-Sequence of Events, How to Guess Word Meanings, Questioning Stems, Compare/Contrast Matrix, Venn Diagram, etc.)

Language Arts Content Standards Grades Nine and ten 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Analysis, Fluency, and Systematic Vocabulary Development

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately. *Vocabulary and Concept Development*

1.1 Identify and use the literal and figurative meanings of words and understand word derivations.

1.2. Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word *narcissistic* drawn from the myth of Narcissus and Echo).

2.0 Reading Comprehension (Focus on Informational Materials) *Structural Features of Informational Materials*

2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

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Unit 7: Researching, Reference Skills, and Presentation of Final Product

Goal Students will learn how to complete a research project

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
1. Learn how to use a variety of resources to complete a research project	<p>Work with librarian to understand the research process and materials available:</p> <ul style="list-style-type: none"> ▪ Athena, EBSCO Worksheet, World Wide Web Worksheet, Book Notes Worksheet, <i>Why Do I Need a Works Cited Page?</i> handout ▪ Power Point <i>How To Complete a Research Project*</i>
2. Learn to organize, develop, and complete a research project	<p>Complete a research project using the writing process (pre-writing, draft, editing, revising) and the following:</p> <ul style="list-style-type: none"> ▪ Inspiration (Outlining) ▪ What is a Thesis? ▪ Inquiry Chart* ▪ Quoting, Paraphrasing, and Summarizing

Content Standards:*English Language Arts Content Standards Research and Technology*

1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions). 1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook, The Chicago Manual of Style*).1.8 Design and publish documents by using advanced publishing software and graphic programs. *Evaluation and Revision*1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context. *Organization and Delivery of Oral Communication* 1.8 Produce concise notes for extemporaneous delivery. 2.2 Deliver expository presentations: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently.

c. Make distinctions between the relative value and significance of specific data, facts, and ideas. *Manuscript Form*

1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations. d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs. e. Anticipate and address the listener's potential misunderstandings, biases, and expectations. f. Use technical terms and notations accurately.