USD 261
HAYSVILLE SCHOOLS

1745 W. Grand Ave.
Haysville, Kansas 67060

Jennifer Reed
K-12 Curriculum Coordinator
Haysville Public Schools
Email: jreed@usd261.com

1745 W. Grand
Haysville, Kansas 67060
Office: (316) 554-2205
Fax: (316) 554-2230

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

From: Jennifer Reed, Curriculum & Assessment Coordinator

Re: USD 261 Study Skills Curriculum

Date: December 19, 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.

Note: There are some minor formatting changes from the original document submitted.

Thank you,

Jennifer Reed

Pre-K

- 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

Kindergarten

- 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

1st Grade

- 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

2ⁿᵈ Grade

- 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

3ʳᵈ Grade

- 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

4th Grade

- 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

- 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

6th Grade

- 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

7th Grade

- 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

8th Grade

- 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

9th Grade

- 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

10th Grade

- 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

11th Grade

- 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

12th Grade

- 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