

Student Learning Plan

Unit 3: Foundations for Success

Study Habits that Work for You [U3C3L3]



Why this is important:

Good study skills support being efficient, being effective, and performing well on tests. It also includes identifying resources, taking good notes and researching information. These skills get you through the basics and get you where you ultimately want to be in your life. As an active learner, you do not just use study techniques for homework. You must use them throughout all of life - whether attempting to get your driver's license, preparing for the college SATs, or seeking advancement opportunities in the military. In this learning plan, you will review your own learning preferences, identify new study techniques and strategies, and develop a personal plan for more effective studying.



What you will learn to do:

(Competency)

Develop personal study and test-taking strategies



How you will know when you are succeeding:

You will demonstrate your knowledge and skill:

- by applying study skill and test-taking strategies to several courses

Your performance will be successful when:

- you acknowledge a personal study skill weakness
- you apply one or more study skill strategies to various courses within your high school course of study over a two-week timespan
- you apply one or more test-taking strategies over a two-week timespan
- you record the results of your applications



Knowledge and skills you will learn along the way:

(Learning Objectives)

- Relate personal learning preferences to study habits
- Identify effective study skill strategies
- Identify test preparation strategies
- Distinguish among various note-taking tips and strategies
- Define the key words: allocate, aural/auditory, compare, contrast, efficient, enumerate, inference, interpret, justify, paraphrase, prove



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

2 Study Habits that Work for You [U3C3L3]

- ____ 1. THINK ABOUT your own study habits and test-taking skills. [Work with a partner] CREATE a Multi-Flow Map relating your existing study habits to your testing outcomes. [Work with 3-6 cadets] DISCUSS study habits and test-taking techniques you currently have, would like to change, or desire to learn more about. SHARE your ideas in a K-W-L Chart. REFLECT on your own learning style or preference and how it impacts your study time. [Work independently]
- ____ 2. [SELF-PACED OPTION] THINK ABOUT your own study habits and test-taking skills or results. CREATE a Multi-Flow Map relating your existing study habits to your testing outcomes.
- ____ 3. BRAINSTORM the types of study situations or test scenarios and how they relate to each of the eight study skills indicated in your text. [Work with a partner] SHARE your examples with others. LEARN MORE about Study Skills by reading about “Study Habits That Work For You” in Section 3, Chapter 3 of your text. GIVE a short presentation about one of the study techniques addressed. [Work with team of 3-6 cadets] OBSERVE presentation on the other five study skill strategies.
- ____ 4. THINK ABOUT a test you will soon be taking within another high school course of study. What kind of test will it be — multiple choice, fill in the blank, short answer, or essay? LEARN MORE about the type of test that seems to be hardest for you to be successful with by reading about “Test-Taking Techniques” in Section 3 of Chapter 3 in your text. COMPLETE Exercise 4: Test-Taking. PRESENT to other teams in your class your test-taking strategy tips in a graphic organizer of your choice. OBSERVE the presentations of others. TAKE notes as necessary. ANSWER the review questions at end of this section.
- ____ 5. [SELF-PACED OPTION] READ all of Section 3: Study Habits and Test-Taking Techniques in Chapter 3 of your student text. PREPARE a Thinking Map of your choice for each study skill strategy and an example of a situation it can be used with. COMPLETE section review questions in your text.
- ____ 6. WRITE a scenario about a specific study problem or test-taking problem using Exercises 2 and/or 5: Scenario Activity. CREATE a solution card containing a study skill or test-taking strategy you think is most appropriate for the problem described in the scenario. [Work with a team of 3-6 cadets] PLAY a quiz show using the scenarios and solution cards. [Work together with entire class]
- ____ 7. [SELF-PACED OPTION] WRITE a scenario about a specific study problem or test-taking problem using Exercises 2 and 5: Scenario Activities. CREATE solution cards containing a study skill or test-taking strategy appropriate for your written problem.
- ____ 8. SELECT recommendations and solutions to presented study situations by completing Exercise 3: Study Strategy and Exercise 6: Test-Taking Strategies. [Work independently] USE a Multi-Flow Map to help relate study skill factors or hindrances to intended outcomes. [Work with a partner.] SHARE your findings with others in the class. REVIEW the solutions presented. ADD answers to the reflection questions in your Cadet Notebook. OBTAIN the Brain Structure and Function Assessment Task and Scoring Guide. OBTAIN the Study Habits That Work For You Assessment Task and Scoring Guide.
- ____ 9. [SELF-PACED OPTION] SELECT recommendations and solutions for the presented study situation by completing Exercise 3: Study Strategy and Exercise 6: Test-Taking Strategies. USE a Multi-Flow Map to help relate study skill factors or hindrances to intended outcomes. SUBMIT your work to your instructor for evaluation. OBTAIN the Study Habits That Work For You Assessment Task and Scoring Guide.



Assessment Activities:

These assessment activities will enable you to show that you have learned the target skills and knowledge for this lesson. Your instructor may assign additional or alternative assessment activities.

- ____ 1. COMPLETE the Study Habits that Work for You Assessment Task. SELF-ASSESS your work using the Study Habits that Work for You Scoring Guide. SUBMIT your completed assessment task to your instructor for feedback and a grade.
- ____ 2. [SELF-PACED OPTION] COMPLETE the Study Habits that Work for You Assessment Task. SELF-ASSESS your work using the Study Habits that Work for You Scoring Guide. SUBMIT your completed assessment task to your instructor for feedback and a grade.