

PREVIEW SAMPLE ONLY--NOT INTENDED FOR CLASSROOM USE

THE STUDENT SUCCESS PATH

**A SEQUENTIAL STUDY SKILLS PROGRAM FOR
MIDDLE LEVEL AND
HIGH SCHOOL STUDENTS**

Promotional Excerpts

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THE STUDENT SUCCESS PATH

STUDENT EDITION

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PREPARATION FOR SUCCESS

(Samples from Unit)

SHOW YOUR TEACHERS THAT YOU CARE

Your success in classes depends on your teachers knowing that you want them to think that you are smart, organized, and interested. The strategies you should use in helping teachers and fellow students enjoy a pleasant classroom environment are very important.

SUCCESSFUL CLASSROOM INTERACTION

- SIT IN THE FRONT:** Students sitting in the front of the classroom pay better attention to lessons. They interact more in classroom discussions and activities.
- LEAN FORWARD:** Lean forward in your desk. The teacher and fellow students will think that you are very interested in the lesson. As you **act** more interested in the lesson, you really **will be** more interested.
- ASK QUESTIONS:** Ask meaningful questions about class activities, discussions and lectures. The teacher will know how well the lesson is going for all of the students. One student's question will help many more students understand the teacher's lesson.
- NOD YOUR HEAD:** Nod your head when the teacher looks at you during a lesson to show interest or in agreement. The teacher will subconsciously interact with you more often in the classroom and think you are a positive class influence.
- TALK TO THE TEACHER:** Teachers really enjoy talking to their students on an informal basis. Take the time to give your teachers friendly feedback on class lectures or activities. Give a friendly "Hello" or "Good-bye," or whatever you feel comfortable with.
- READY!** Notebook open and ready for notes.
SET! Listen, nod, take notes, and discuss.
GO! Get your "A's"

SLANT used with permission from Rob Dunton, Quantum Learning, Oceanside, California

Name _____ Grade _____
Date _____ Period _____

SUCCESSFUL CLASSROOM INTERACTION

Describe a time when you have successfully enhanced one of your classroom environments.

SIT IN THE FRONT

LEAN FORWARD

ASK QUESTIONS

NOD YOUR HEAD

TALK TO THE TEACHER

GREAT SUCCESS IN SCHOOL WITH YOUR NOTEBOOK

THE IMPORTANCE OF YOUR NOTEBOOK

One of the most important tools for academic success is a neat, complete, organized notebook. Almost all teachers look upon the students who have success at keeping a neat and complete notebook as the students who are the most successful in their classes. Consequently, a large amount of time should be devoted to getting your notebook ready at the beginning of each semester. You need your notebook open and ready to take full advantage of **SLANT** (the previous section). Every week you should spend homework time on your notebook.

- Add calendars, assignment sheets, blank lined paper.
- Make sure your notes and class handouts are in order by date.
- Three-hole punch and then put returned assignments, quizzes, and tests with the notes that they refer to. (This is important when you start studying for tests!)
- After you have taken a test on a chapter or a unit, take the papers out of your notebook and put them in a manila folder. Mark the topic or chapter on the tab. Continue to add to this folder. You will have everything you need for your final exams.

Your notebook contains most, if not all, of the materials for your courses. Sometimes teachers require a separate notebook for each class. Wherever possible, however, as many courses as possible should be in the same binder. This helps you to always have the necessary materials to study for a quiz or test and finish homework assignments whenever you have some free time.

YOU NEED ALL OF THIS TO BE AN "A" STUDENT

NOTEBOOK CONTENTS:

- ✓ Good quality, 3-ring binder, 2" to 2 1/2" rings with pockets in the covers
- ✓ Five to six colored tab subject dividers to separate each academic class
- ✓ Zipper pouch to store supplies (3-hole punched heavy duty zip-lock bags also work)
- ✓ Two or more pens
- ✓ Two or more pencils
- ✓ Filler paper (some notebook paper is now available in the special Cornell note style)
- ✓ Assignment calendar for each academic class

SUGGESTED NOTEBOOK CONTENTS:

- ✓ One or two trapper pouches (for papers with no holes punched in them)
- ✓ One or more colored highlighter pens
- ✓ Notebook dictionary and/or thesaurus
- ✓ Calculator
- ✓ Six-inch ruler
- ✓ Tips on notetaking and test taking skills, study group guidelines from this guide

YOUR NOTEBOOK SHOULD BE ORGANIZED IN THE FOLLOWING MANNER:

- ✓ Binder front cover
- ✓ Plastic supply holder
- ✓ School year calendar (Many schools make these available to students.)

EACH SECTION SHOULD HAVE THESE PARTS IN THIS ORDER:

- ✓ Divider
- ✓ Calendar/assignment log
- ✓ Notes
- ✓ Handouts
- ✓ Returned Assignments and Tests
- ✓ Blank paper

MAKE A SUCCESS OF EACH DAY
BY
MANAGING YOUR TIME

MANAGING TIME

You need to make the most of every opportunity during high school if you are to reach your potential. You should make the most of your high school experience by being involved in extra-curricular activities outside of your classes. Involvement in sports, clubs, work, and/or community service organizations can take time away from studying. If high academic standards are to be maintained while pursuing these extra-curricular activities, you must also learn how to manage your time.

You will be surprised to see how much time you are spending on non-school activities. You will be able to find more time to study and to become involved in your school.

Name _____ Grade _____

Date _____ Period _____

MY WEEK

FROM _____ TO _____

TIME LOG

Directions: Use the table below to keep track of what you do hour by hour for the next week. Take time during the day, at the end of the day, or the following morning to write down what you do (or did) and when you did it. Keep this as neat as possible because you will be using it in class later.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							

WRITING FOR SUCCESS
(Samples from Unit)

WRITING FOR UNDERSTANDING

The more you write about what you are learning, the more you will understand all of the information that you need to remember. This section on writing shows you all the important ways to use writing to understand, to remember, to analyze, to reflect, to think, as well as to develop essays for class assignments.

YOUR SUCCESS IN CLASS IS BASED ON GOOD NOTES

Class and book notes form the foundation for student success in academic class and for study groups. Again and again, students say that their ability to take good, Cornell style notes helped them be successful in a job right after high school, community college, four year colleges and universities, and also in their new careers. Learn to take thorough, usable reference-handly notes from school lectures, books, discussions, films, and work-related activities. This takes time, practice and familiarity with the notetaking strategies.

Cornell style notes have been used in law schools for many years. Law school students brief cases on “legal-lined” notebook paper. You can buy this at any bookstore of a college that also has a law school. If it is great style of note taking for law students, why not for you?

TAKE YOUR NOTES IN THIS FORMAT

FORMAT for CORNELL notes

write the date, class, topic of notes, source of notes (e.g., lecture, book, film) and page number for each page of notes at the top of a page of lined paper

mark a wide left margin (approx. 1/3 of page)

Consider the left hand column the place for study questions and main ideas

consider the right hand column the place for specific information

while taking notes, write in the right hand column

use abbreviations

paraphrase to capture content but simplify writing

use symbols (arrows, circles, underlining) or highlight important information, ideas/words that are unclear, relationships between ideas/information

include graphics (e.g., diagrams, charts) when relevant

skip lines between ideas

Within 24 hours of taking notes, develop study questions and identify main ideas about specifics in right hand column; write study questions/main ideas in the left hand column

TESTING FOR SUCCESS **(Samples from Unit)**

CHECKLIST

Before the test:

- Know what the test will be like.
- Study, more than once.
- Get plenty of rest before the test.
- Eat breakfast.
- Look over your notes.
- Bring all the supplies you'll need.
- Stay calm.

OTHER TEST TAKING TIPS

1. Have all the materials you will need for your test ready.
2. Since directions are very important, **READ THE PROBLEM CAREFULLY**, paying close attention to what you are asked to do (add, subtract, multiply, divide, estimate, etc.) and what numbers you need to use in the computation.
3. **PLAN YOUR TIME**, making sure that you allow time to work with all the problems and still finish your test. Do the easy problems first.
4. Carefully work through the problems, going back to the more difficult problems when you're finished with the problems you can easily answer.
5. Reread the problems to see if your answers make sense. You should also check for mistakes, unreduced fractions, labels, and other errors often made in haste.



TAKING OBJECTIVE TESTS

True/False Questions/Statements:

These are the easiest questions to complete because you have a 50% chance of getting the answer correct. But this kind of test question is often tricky.

- a. A SINGLE WORD can make a true sentence false. If you read too quickly you may miss the word that changes the statement.

EXAMPLE: The novel *Hamlet* was written by William Shakespeare. (*Hamlet* is a play. The word "novel" is a false detail, making the whole sentence false.)

- b. Some true/false questions make broad, general statements that may OFTEN be true or seem true, but are not ALWAYS true.

EXAMPLE: Teenagers are always loud. Teenagers are sometimes loud. (Watch out for words like ALL, ONLY, ALWAYS, NEVER, and NONE. They turn general statements into limiting statements, often making them false.)

- c. In true/false questions, if even one exception can be found, the statement is false. On the other hand, words such as OFTEN, USUALLY, RARELY, or SOMETIMES may indicate a true answer.

On true/false tests, a false sentence often looks like a true one. HUNT FOR THE WORD OR DETAIL THAT CAN MAKE A STATEMENT FALSE.

WORDS USED in true/false statements are as important as the facts stated. You might know the fact, but it could be written in a tricky way to mislead you. UNLESS YOU READ CAREFULLY, you could answer the question incorrectly because of one little word!

MATCHING TESTS

Some tests or portions of a test will ask you to match items in one list to items in another list. Even if you don't know every item, you may be able to figure them out.

1. Count to see which list has fewer items—EVERY ITEM in the shorter list will have a matching item in the longer list, with a few extra ones left over.
2. Answer items you know first—mark off each item as you use it so you won't mistakenly use it again.
3. Make intelligent guesses for items you aren't sure of, using clue words to help you.
 - a. If you are asked to match "French general who fought in American Revolution," look for a "foreign" name that sounds French.
 - b. If you are asked to match "Famous scientific research team," look for an answer that has more than one name.
 - c. If you are asked to match "Early leader of women's rights movement," look over all the women's names, eliminating all the answers you know are not correct. You may be lucky and find there is only one woman's name on the list!

Knowing the facts is the very best way to match up items, but FINDING CLUES in the items can help you figure out answers you don't know or are unsure of. REMEMBER: You can use your KNOWLEDGE IN ONE AREA to figure out an answer in another area.