



## **District Initiatives : Homework, Student Choice, and Time Management/Study Skills**

**A brief overview of what you need to know**

# Homework At A Glance

## Vision Statement:

In order to support the development of the whole child, we seek to promote homework that is purposeful, engaging, and geared toward student success.

## Homework Policy and Regulation

- Kindergarten
  - Each student will not receive more than 15 minutes/night.
  - Homework will be assigned at teacher's discretion.
- Grades 1-2
  - Each student will not receive more than 30 minutes/night.
  - Homework will be assigned at teacher's discretion.
- Grades 3-5
  - Each student will not receive more than 45 minutes/night.
  - Homework will be assigned at teacher's discretion.
  - Parents have the ability to stop homework and contact the teacher if the child is frustrated or unable to proceed.
- Grades 6-8
  - Each student should not receive more than 60 minutes/night.
    - Longer assignments may be distributed over multiple nights.  
(for example: Assign on Monday to be turned in by Friday)
  - Amount of nights per week is at teacher's discretion.

# Student Choice At A Glance

## Vision Statement:

Student choice creates an environment where students take ownership of their learning which fosters intrinsic motivation and self-reflection.

## What Does Student Choice Look Like?

### **An introduction to incorporating opportunities for student choice within instruction**

#### Topics:

- How to help students choose and take ownership of their choices
- Constructive student choice
- Avoiding pitfalls
- Creating and using student choice boards (digital or offline)
- Subject specific examples of student choice boards
- The classroom environment: Flexible seating, center rotations, student groups and collaboration
- Facilitating student choice, while collecting student performance data
- Using student interest surveys
- Introduction to Design Thinking and 20% Time
  - As it pertains to 20% Time
  - As it pertains to student choice
  - (Sample intro: Understanding Design Thinking so that students may identify problems and design [or redesign] solutions for others)

## **Regular/Daily opportunities for student choice**

### Topics:

- Structured Student Choice: Moving through your curriculum, units of study, and pacing guides while still providing for student choice
- The physical and digital classroom environment: Tips for facilitating and managing the blended learning environment and model for instruction
- Design Thinking: How Design Thinking facilitates creativity and student-centered projects that incorporate various opportunities for student choice
- PBL: Grading process over product

## **Student-centered projects**

### Topics:

- Facilitating 20% Time projects
- Design Thinking: Project-Based Learning opportunities that are open-ended and student driven (understand the process, how to facilitate, and how to grade the process -- not the product)
- Student Agency: Creating opportunities for student choice by way of topics, materials, resources, and groupings throughout weekly units of study

# Time Management/Study Skills At A Glance

## **Vision Statement:**

In Marlboro Township Public Schools, we believe it is important to model and explicitly teach students developmentally appropriate study habits, organizational skills, and time management strategies to ensure our students have the necessary tools to become successful and independent thinkers and learners.

## **Time Management Strategies by Grade Level**

### Kindergarten

1. Students will place all assignments, notices, and/or completed work in their folder led by a teacher (School/Home)
2. Students will organize a checklist for activities with picture prompts

### Grade 1

1. Students will place all assignments, notices, and/or completed work in their folder modeled by the teacher
2. Students will be able to record assignments (e.g., in assignment pad) with teacher support
3. Organizational checklist for activities with words

### Grade 2

1. Students will copy HW assignments (e.g., in assignment pad) correctly and organize take home folder independently (School/Home)
2. Students will follow a given plan for long term assignments (i.e., based on a teacher-provided timeline; no longer than one week)

### Grade 3

1. Students will copy HW assignments (e.g., in assignment pad) correctly and independently
2. Students will follow a teacher-provided plan for long-term assignments (e.g., checklist, timeline, or calendar)
3. Students will use color coding to organize their materials as directed by the teacher.

#### Grade 4

1. Students will copy HW assignment (e.g., in assignment pad) to be prepared to complete HW and to bring materials when switching classes
2. Students will switch classes with success (i.e., be prepared with all supplies needed without having to go back to previous class)
3. Students will follow a teacher-guided plan for long-term assignments (e.g., checklist, timeline, or calendar)
4. Students will use an organizational system for their folders; i.e., color coding or label system developed across the grade level

#### Grade 5

1. Students will self-check homework assignments (e.g., calendar, Google Classroom, or assignment pad) and bring materials when switching classes
2. Students will follow a teacher-monitored plan for longer-term assignments such as marking period assignments (e.g., checklist, timeline, or calendar)
3. Students will use an organizational system for their folders; i.e., color coding or label system developed across the grade level

#### Grade 6

1. Students will be able to chunk long-term assignments as directed by the teacher
2. Students will be able to maintain the organization of their binders and folders with regular teacher coaching/guiding

#### Grade 7

1. Students will be able to chunk long-term assignments with teacher scaffolding toward independence
2. Students will be able to maintain the organization of their binders and folders with occasional teacher suggestions

#### Grade 8

1. Students will be able to chunk long-term assignments independently
2. Students will be able to maintain the organization of their binders and folders independently

## **Study Skills Strategies by Grade Level**

### Kindergarten

1. Students will identify and explain their homework space
2. Students will be introduced to use a checklist to identify supplies needed at home to complete assignments (e.g., pencils, glue sticks, or scissors)
3. Students will be introduced to flashcards to reinforce basic skills

### Grade 1

1. Students will identify study space and participate in making an organized space in the classroom (e.g., desk or table)
2. Students will use a checklist to identify the supplies needed at home to complete assignments (e.g., pencils, glue sticks, or scissors)
3. Students will use flashcards to reinforce basic skills

### Grade 2

1. Students will maintain an effective study space at home with appropriate supplies
2. Students will use supplies independently to complete their assignments
3. Students will independently use flashcards to reinforce basic skills
4. Students will begin to use the skill of highlighting important information with teacher support

### Grade 3

1. Students should be able to organize notes by topic with teacher support by putting the title and date on top
2. Students should be able to highlight important information with teacher support
3. Students will make flashcards independently and use appropriately

### Grade 4

1. Students will take guided notes through teacher modeling with an example on the board
2. Students will create study materials for assessments (e.g., study cards, outline, written/typed notes, digital tools, or other strategies with teacher support)
3. Students will create a quiet study space with appropriate resources (i.e., pencils, highlighters, textbooks, or Chromebooks) with teacher models/recommendations for a "space"

### Grade 5

1. Students will complete guided notes independently
2. Students will create study materials for assessments (i.e., study cards, outline, creating their own questions, digital tools, or other strategies independently)
3. Students will create and maintain a quiet study space with appropriate resources (i.e., pencils, highlighters, textbooks, or Chromebooks) independently

### Grade 6

1. Students will be able to practice the teacher-directed model of reading directions (e.g., tests, quizzes, etc.)
2. Students will be able to extract relevant information from class notes, handouts, assignments, and textbook readings to complete a teacher-created study tool with topics
3. Students will be able to apply teacher-directed strategies for seeking help

### Grade 7

1. Students will be able to practice and apply the teacher-suggested model of reading directions (e.g., tests, quizzes, etc.)
2. Students will be able to extract relevant information from class notes, handouts, assignments, and textbook readings to complete a teacher created a study tool or topic list
3. Students will be able to apply teacher-suggested strategies for seeking help
4. Students will use supplies independently to complete their assignments

### Grade 8

1. Students will be able to practice and apply attention to reading directions independently (e.g., tests, quizzes, etc.)
2. Students will be able to extract relevant information from class notes, handouts, assignments, the teacher-provided list of topics, and textbook readings to synthesize information to create an independent study tool
3. Students will be able to apply strategies for seeking help independently