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| **Academic Development**  The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are: Applying skills needed for educational achievement. **Major Points:** The emphasis in this area is developing academic self efficacy. This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help. Applying the skills of transitioning between educational levels. **Major Points:** The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions. Developing and monitoring personal educational plans. **Major Points:** The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans. |

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| **UNIT DESCRIPTION:** Becoming a Self Starter  Students will learn the work habits people use while working independently, will self-assess their abilities on two of those work habits, and will develop a plan for strengthening their ability to apply work habits. | | | | | **SUGGESTED UNIT TIMELINE:** 2 Lessons  **CLASS PERIOD (min.):** 30 minutes | | | | | | |
| **ESSENTIAL QUESTIONS:**  1. What work habits will help you be successful in life?  2. Why are positive habits important? | | | | | | | | | | | |
| **ESSENTIAL MEASURABLE LEARNING OBJECTIVES** | | | **CCSS LEARNING GOALS (Anchor Standards/Clusters)** | | **CROSSWALK TO STANDARDS** | | | | | | |
| **GLSs/CLEs** | | **PS** | **CCSS** | **OTHER**  **ASCA** | | **DOK** |
| 1. The student will demonstrate abilities to complete classroom tasks independently. | | |  | | AD.4.A.02.a.i:  Demonstrate skills needed to complete classroom tasks independently.  AD.4.B.02.a.i: Build individual work habits and study skills that apply to a variety of learning situations. | |  | SL.2.1  SL.2.2  SL.2.3  SL.2.4  SL.2.6  RF.2.3  RF.2.4  L.2.1  L.2.2  L.2.4  L.2.5  L.2.6  RI.2.4 | AD A:  Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan. | | DOK Level -2  DOK Level - 4 |
| 2.The student will evaluate individual work habits by completing an independent working skills progress report. | | |  | | AD.4.A.02.a.i:  AD.4.B.02.a.i: | |  | SL.2.1  SL.2.2  SL.2.3  SL.2.4  SL.2.6  RF.2.3  RF.2.4  L.2.1  L.2.2  L.2.4  L.2.5  L.2.6  RI.2.4 | AD A | | DOK Level -2  DOK Level - 4 |
| **ASSESSMENT DESCRIPTIONS\*:**  The student will self-assess their level of success on two work habits. | | | | | | | | | | | |
| **Obj. #** | **INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)** | | | | | | | | | | |
|  | \_\_x\_\_ Direct  \_\_x\_\_ Indirect  \_\_\_\_\_ Experiential  \_\_x\_\_ Independent study  \_\_x\_\_ Interactive Instruction | | | | | | | | | | |
| 1  2 | See Lessons:  Lesson # 1: I WILL DO IT!  Lesson # 2: I DID IT! | | | | | | | | | | |
| **Obj. #** | **INSTRUCTIONAL ACTIVITIES: (What Students Do)** | | | | | | | | | | |
| 1  2 | See Lessons:  Lesson # 1: I WILL DO IT!  Lesson # 2: I DID IT! | | | | | | | | | | |
|  | **[Direct:](http://olc.spsd.sk.ca/de/pd/instr/strats/structuredoverview/index.html)**   * + [\_\_\_\_\_\_ Structured Overview](http://olc.spsd.sk.ca/de/pd/instr/strats/structuredoverview/index.html)   + \_\_\_\_\_\_ [Lecture](http://olc.spsd.sk.ca/de/pd/instr/strats/lecture/index.html)   + \_\_\_\_\_\_ [Explicit Teaching](http://olc.spsd.sk.ca/de/pd/instr/strats/explicitteaching/index.html)   + \_\_\_\_\_\_ [Drill & Practice](http://olc.spsd.sk.ca/de/pd/instr/strats/drill/index.html)   + \_\_\_x\_\_ [Compare & Contrast](http://olc.spsd.sk.ca/de/pd/instr/strats/compareconstrast/index.html) (Ls. 1)   + \_\_\_\_\_\_ [Didactic Questions](http://olc.spsd.sk.ca/de/pd/instr/strats/didactic/index.html)   + \_\_\_\_\_\_ Demonstrations   + \_\_\_\_\_\_ Guided & Shared - [reading](http://olc.spsd.sk.ca/de/pd/instr/strats/guided/guided.html), listening, viewing, thinking | **Indirect:**  \_\_\_\_\_\_ [Problem Solving](http://olc.spsd.sk.ca/de/pd/instr/strats/psolving/index.html)  \_\_\_\_\_\_ [Case Studies](http://olc.spsd.sk.ca/de/pd/instr/strats/casestd/index.html)  \_\_\_x\_\_ [Reading for Meaning](http://olc.spsd.sk.ca/de/pd/instr/strats/readmeaning/index.html) (Ls. 1)  \_\_\_\_\_\_ [Inquiry](http://olc.spsd.sk.ca/de/pd/instr/strats/inquiry/index.html)  \_\_\_x\_\_\_ [Reflective Discussion](http://olc.spsd.sk.ca/de/pd/instr/strats/reflectivediscussion/index.html) (Ls. 2)  \_\_\_\_\_\_ [Writing to Inform](http://olc.spsd.sk.ca/de/pd/instr/strats/writinginform/index.html)  \_\_\_\_\_\_ [Concept Formation](http://olc.spsd.sk.ca/de/pd/instr/strats/formation/index.html)  \_\_\_\_\_\_ [Concept Mapping](http://olc.spsd.sk.ca/de/pd/instr/strats/conceptmap/index.html)  \_\_\_\_\_\_ [Concept Attainment](http://olc.spsd.sk.ca/de/pd/instr/strats/cattain/index.html)  \_\_\_\_\_\_ [Cloze Procedure](http://olc.spsd.sk.ca/de/pd/instr/strats/cloze/index.html) | | **Experiential:**  \_\_\_\_\_\_ [Field Trips](http://olc.spsd.sk.ca/de/pd/instr/strats/fieldtrips/index.html)  \_\_\_\_\_\_ [Narratives](http://olc.spsd.sk.ca/de/pd/instr/strats/narratives/index.html)  \_\_\_\_\_\_ Conducting Experiments  \_\_\_\_\_\_ [Simulations](http://olc.spsd.sk.ca/de/pd/instr/strats/simul/index.html)  \_\_\_\_\_\_ Games  \_\_\_\_\_\_ Storytelling  \_\_\_\_\_\_ [Focused Imaging](http://olc.spsd.sk.ca/de/pd/instr/strats/focusedimaging/index.html)  \_\_\_\_\_\_ Field Observations  \_\_\_\_\_\_ [Role-playing](http://olc.spsd.sk.ca/de/pd/instr/strats/roleplaying/index.html)  \_\_\_\_\_\_ Model Building  \_\_\_\_\_\_ Surveys | | **Independent Study**  \_\_\_\_\_\_ Essays  \_\_\_\_\_\_ [Computer Assisted Instruction](http://olc.spsd.sk.ca/de/pd/instr/strats/cai/index.html)  \_\_\_\_\_\_ [Journals](http://olc.spsd.sk.ca/de/pd/instr/strats/journal/index.html)  \_\_\_\_\_\_ [Learning Logs](http://olc.spsd.sk.ca/de/pd/instr/strats/logs/index.html)  \_\_\_\_\_\_ Reports  \_\_\_\_\_\_ Learning Activity  Packages  \_\_\_\_\_\_ Correspondence Lessons  \_\_\_\_\_\_ [Learning Contracts](http://olc.spsd.sk.ca/de/pd/instr/strats/learningcontracts/index.html)  \_\_\_x\_\_\_ Homework (Ls. 1)  \_\_\_\_\_\_ [Research Projects](http://olc.spsd.sk.ca/de/pd/instr/strats/researchprojects/index.html)  \_\_\_\_\_\_ [Assigned Questions](http://olc.spsd.sk.ca/de/pd/instr/strats/assignedqu/index.html)  \_\_\_\_\_\_ Learning Centers | | | | **Interactive Instruction**  \_\_\_\_\_\_ [Debates](http://olc.spsd.sk.ca/de/pd/instr/strats/debates/index.html)  \_\_\_\_\_\_ [Role Playing](http://olc.spsd.sk.ca/de/pd/instr/strats/roleplaying/index.html)  \_\_\_\_\_\_ Panels  \_\_\_\_\_\_ [Brainstorming](http://olc.spsd.sk.ca/de/pd/instr/strats/brainstorming/index.html)  \_\_\_\_\_\_ [Peer Partner Learning](http://olc.spsd.sk.ca/de/pd/instr/strats/peerpartner/index.html)  \_\_\_x\_\_\_ [Discussion](http://olc.spsd.sk.ca/de/pd/instr/strats/discussion/index.html) (Ls. 1)  \_\_\_\_\_\_ Laboratory Groups  \_\_\_\_\_\_ [Think, Pair, Share](http://olc.spsd.sk.ca/de/pd/instr/strats/think/index.html)  \_\_\_\_\_\_ [Cooperative Learning](http://olc.spsd.sk.ca/de/pd/instr/strats/coop/index.html)  \_\_\_\_\_\_ [Jigsaw](http://olc.spsd.sk.ca/de/pd/instr/strats/jigsaw/index.html)  \_\_\_\_\_\_ [Problem Solving](http://olc.spsd.sk.ca/de/pd/instr/strats/psolving/index.html)  \_\_\_\_\_\_ [Structured Controversy](http://olc.spsd.sk.ca/de/pd/instr/strats/structuredcon/index.html)  \_\_\_\_\_\_ Tutorial Groups  \_\_\_\_\_\_ Interviewing  \_\_\_\_\_\_ Conferencing | |
| **UNIT RESOURCES: (include internet addresses for linking)**  <http://www.missouricareereducation.org/doc/guidelsn/AD4-Gr2-Unit1.pdf>  <http://www.missouricareereducation.org/doc/guidelsn/AD4-Gr2-Unit1.doc>  Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/  ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA\_National\_Standards\_for\_Students.pdf | | | | | | | | | | | |