

**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 8<sup>th</sup> 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.

<b>UNIT DESCRIPTION: Great Expectations!</b>  Second graders must identify and apply numerous skills and behaviors to be successful in school. The counselor will have students do and (Thinking, Feeling, Doing) activity in which the student will stand up if the behavior applies to them. During a discussion, students will identify and develop a list of appropriate school behaviors. These behaviors will be listed on chart paper, the chalkboard or the dry erase board. Students will draw pictures to illustrate one or more of the expected behaviors and write a sentence to support the pictures.		<b>SUGGESTED UNIT TIMELINE:</b> 2 Lessons  <b>CLASS PERIOD:</b> 30 minutes each				
<b>ESSENTIAL QUESTIONS:</b>  1. How is your life different as you get older?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will develop two strategies that will help him/her meet the increased expectations of being in 2 <sup>nd</sup> grade.		AD.5.A.02.a.i: Develop strategies to meet increased school expectations.		RF.2.3 RF.24 W.2.1 W.2.2 W.2.3 W.2.4 W.2.5 W.2.6 W.2.7 W.2.8 SL.2.1 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6	AD A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.	Level 3

2. The student will write a sentence and draw a picture of what these strategies are.		AD.5.A.02.a.i		RF.2.3 RF.2.4 W.2.1 W.2.2 W.2.3 W.2.4 W.2.5 W.2.6 W.2.7 W.2.8 SL.2.1 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6	AD A.	Level 3
<b>ASSESSMENT DESCRIPTIONS*:</b>  Students will write a sentence and draw a picture of an expectation for students in second grade. Students will identify ten second grade expectations by selecting them from an array of 22 choices.						
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input type="checkbox"/> Interactive Instruction					
1 2	See: Lesson 1 2 <sup>nd</sup> Grade Great Expectations Lesson 2 I am Proud To Be a 2 <sup>nd</sup> Grade					

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)r				
1 2	See: Lesson 1 2 <sup>nd</sup> Grade Great Expectations Lesson 2 I am Proud To Be a 2 <sup>nd</sup> Grader				
	<u><b>Direct:</b></u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls. 1) <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared (Ls. 2) – reading, listening, viewing, thinking	<u><b>Indirect:</b></u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input checked="" type="checkbox"/> Writing to Inform (Ls. 2) <input checked="" type="checkbox"/> Concept Formation (Ls. 1) <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u><b>Experiential:</b></u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input checked="" type="checkbox"/> Games (Ls. 1) <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u><b>Independent Study</b></u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u><b>Interactive Instruction</b></u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
<b>UNIT RESOURCES: (include internet addresses for linking)</b>  <a href="http://www.missouricareereducation.org/doc/guidelsn/AD5-Gr2-Unit1.pdf">http://www.missouricareereducation.org/doc/guidelsn/AD5-Gr2-Unit1.pdf</a>  <a href="http://www.missouricareereducation.org/doc/guidelsn/AD5-Gr2-Unit1.doc">http://www.missouricareereducation.org/doc/guidelsn/AD5-Gr2-Unit1.doc</a>   Common Core State Standards (CCSS), accessed May 17, 2013, from <a href="http://www.corestandards.org/">http://www.corestandards.org/</a>  ASCA National Standards for Students (ASCA), accessed June 11, 2013, from <a href="http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf">http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</a>					