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.

UNIT DESCRIPTION: How to Succeed in Third Grade	SUGGESTED UNIT TIMELINE: 2 Lessons
Students will identify skills necessary for success in third grade, particularly those not used in previous grades. They will practice the new skills by acting out skits demonstrating their use.	CLASS PERIOD: 30 minutes each

ESSENTIAL QUESTIONS:

1. What do people expect you to do?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will work with a team of two or more to create a skit exemplifying at least two additional strategies or skills expected of third grade students.		AD.5.A.03.a.i: Revise and practice strategies to meet increased school activities.		RL.3.6 RF.3.3 W.3.3 W.34 W.3.8 SL.3.1 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6	AD A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.	Level 3

ASSESSMENT DESCRIPTIONS*:

Skits written and performed by students will demonstrate the skills and behaviors used by 3rd graders to succeed.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__x__ Direct __x__ Indirect

	__x__ Experiential _____ Independent study __x__ Interactive Instruction

1	**See Lessons**:
	    Lesson # 1: Acting Like a Third Grader (Part 1)
	    Lesson # 2: Acting Like a Third Grader (Part 2)

Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**

1	**See Lessons**:
	    Lesson # 1: Acting Like a Third Grader (Part 1)
	    Lesson # 2: Acting Like a Third Grader (Part 2)

Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice __x__ Compare & Contrast (Ls. 1, 2) _____ Didactic Questions __x__ Demonstrations (Ls. 2) _____ Guided & Shared - reading, listening, viewing, thinking	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry __x__ Reflective Discussion (Ls. 1, 2) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations __x__ Role-playing (Ls. 2) _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates __x__ Role Playing (Ls. 2) _____ Panels _____ Brainstorming __x__ Peer Partner Learning (Ls. 1) __x__ Discussion (Ls. 1, 2) _____ Laboratory Groups _____ Think, Pair, Share __x__ Cooperative Learning (Ls. 1) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

http://www.missouricareereducation.org/doc/guidelsn/AD5-Gr3-Unit1.pdf

http://www.missouricareereducation.org/doc/guidelsn/AD5-Gr3-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