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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: Transition into Kindergarten  In Kindergarten, students must transition from a less structured setting to a structured learning environment. To get the students attention and introduce the lesson, the counselor will use puppets to discuss the home, pre-school, and day-care experience and distinguish school expectations from those of other settings. Students will use the activity sheets to draw pictures of the pre-Kindergarten experience and the Kindergarten experience. | | | | | **SUGGESTED UNIT TIMELINE:** 2 Lessons  **CLASS PERIOD (min.):** 30 minutes each | | | | | | |
| **ESSENTIAL QUESTIONS:**  1. How is being in kindergarten different from what you did last year?  2. How is kindergarten the same as last year? | | | | | | | | | | | |
| **ESSENTIAL MEASURABLE LEARNING OBJECTIVES** | | | **CCSS LEARNING GOALS (Anchor Standards/Clusters)** | | **CROSSWALK TO STANDARDS** | | | | | | |
| **GLSs/CLEs** | | **PS** | **CCSS** | | **OTHER**  **ASCA** | **DOK** |
| 1. The student will identify at least two expectations of his/her previous environment. | | |  | | AD.5.A.0K.a.i:  Identify how school expectations are different from home, day-care, or pre-school. | |  | RF.K.2  L.K.5  L.K.6 | | AD A:  Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan. | Level 2 |
| 2. The student will identify at least one way kindergarten is different than his/her previous learning experiences. | | |  | | AD.5.A.0K.a.i | |  | RF.K.2  W.K.8  SL.K.5  L.K.5  L.K.6 | | AD A | Level 2 |
| **ASSESSMENT DESCRIPTIONS\*:**  Students will draw pictures that depict the differences between their previous learning experiences and Kindergarten. | | | | | | | | | | | |
| **Obj. #** | **INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)** | | | | | | | | | | |
|  | \_\_x\_\_ Direct  \_\_x\_\_ Indirect  \_\_x\_\_ Experiential  \_\_\_\_\_ Independent study  \_\_\_\_\_ Interactive Instruction | | | | | | | | | | |
| 1  2 | See Lessons:  Lesson 1 Life Before Kindergarten  Lesson 2 Life in Kindergarten | | | | | | | | | | |
| **Obj. #** | **INSTRUCTIONAL ACTIVITIES: (What Students Do)** | | | | | | | | | | |
| 1  2 | See Lessons:  Lesson 1 Life Before Kindergarten  Lesson 2 Life in Kindergarten | | | | | | | | | | |
|  | **[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)  \_\_\_\_\_\_ [Reading for Meaning](http://olc.spsd.sk.ca/de/pd/instr/strats/readmeaning/index.html)  \_\_\_\_\_\_ [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  \_\_\_x\_\_ [Role-playing](http://olc.spsd.sk.ca/de/pd/instr/strats/roleplaying/index.html) (Ls. 1, 2)  \_\_\_\_\_\_ 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)  \_\_\_\_\_\_ Homework  \_\_\_\_\_\_ [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)  \_\_\_\_\_\_ [Discussion](http://olc.spsd.sk.ca/de/pd/instr/strats/discussion/index.html)  \_\_\_\_\_\_ 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/AD5-GrK-Unit1.pdf**](http://www.missouricareereducation.org/doc/guidelsn/AD5-GrK-Unit1.pdf)  [**http://www.missouricareereducation.org/doc/guidelsn/AD5-GrK-Unit1.doc**](http://www.missouricareereducation.org/doc/guidelsn/AD5-GrK-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 | | | | | | | | | | | |