

**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:</b> Study and Work for Success		<b>SUGGESTED UNIT TIMELINE:</b> 2 Lessons				
Students will identify skills needed for correctly completing assignments and improve school work habits.		<b>CLASS PERIOD (min.):</b> 30-35 minutes				
<b>ESSENTIAL QUESTIONS:</b>						
1. Why is learning 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 identify four factors that contribute to correctly completed classroom assignments.		AD.4.A.01.a.i: Identify and practice the steps for completing classroom assignments and activities. AD.4.B.01.a.i: Develop and practice work habits necessary for school success.		SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.6 L.1.1	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 - 2
2. The student will identify at least three work habits necessary for school success.		AD.4.A.01.a.i AD.4.B.01.a.i		SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.6 L.1.1	AD A	DOK Level – 2 DOK Level - 2
<b>ASSESSMENT DESCRIPTIONS*:</b>						
The student will determine four factors that contribute to a correctly completed assignment. The student will use the Activity Sheet to self-assess work habit skills and develop a plan for needed improvement.						
Obj. #	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>					
	__x__ Direct					

	<input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction										
1 2	See Lessons Lesson # 1: Complete or Incomplete? That is the Question! Lesson #2: FLY to Success										
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>										
1 2	See Lessons Lesson # 1: Complete or Incomplete? That is the Question! Lesson #2: FLY to Success										
	<table border="1"> <thead> <tr> <th><u><b>Direct:</b></u></th> <th><u><b>Indirect:</b></u></th> <th><u><b>Experiential:</b></u></th> <th><u><b>Independent Study</b></u></th> <th><u><b>Interactive Instruction</b></u></th> </tr> </thead> <tbody> <tr> <td> <input type="checkbox"/> Structured Overview  <input type="checkbox"/> Lecture  <input type="checkbox"/> Explicit Teaching  <input type="checkbox"/> Drill &amp; Practice  <input type="checkbox"/> Compare &amp; Contrast  <input type="checkbox"/> Didactic Questions  <input type="checkbox"/> Demonstrations  <input checked="" type="checkbox"/> Guided &amp; Shared - reading, listening, viewing, thinking (Ls. 1-2)               </td> <td> <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 type="checkbox"/> Writing to Inform  <input type="checkbox"/> Concept Formation  <input type="checkbox"/> Concept Mapping  <input type="checkbox"/> Concept Attainment  <input type="checkbox"/> Cloze Procedure               </td> <td> <input type="checkbox"/> Field Trips  <input checked="" type="checkbox"/> Narratives (Ls. 1)  <input type="checkbox"/> Conducting Experiments  <input type="checkbox"/> Simulations  <input type="checkbox"/> Games  <input checked="" type="checkbox"/> Storytelling (Ls. 1-2)  <input type="checkbox"/> Focused Imaging  <input type="checkbox"/> Field Observations  <input type="checkbox"/> Role-playing  <input type="checkbox"/> Model Building  <input type="checkbox"/> Surveys               </td> <td> <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               </td> <td> <input type="checkbox"/> Debates  <input checked="" type="checkbox"/> Role Playing (Ls. 1-2)  <input type="checkbox"/> Panels  <input type="checkbox"/> Brainstorming  <input type="checkbox"/> Peer Partner Learning  <input checked="" type="checkbox"/> Discussion (Ls. 1-2)  <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               </td> </tr> </tbody> </table>	<u><b>Direct:</b></u>	<u><b>Indirect:</b></u>	<u><b>Experiential:</b></u>	<u><b>Independent Study</b></u>	<u><b>Interactive Instruction</b></u>	<input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - 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<b>UNIT RESOURCES: (include internet addresses for linking)</b>  <a href="http://www.missouricareereducation.org/doc/guidelsn/AD4-Gr1-Unit1.pdf">http://www.missouricareereducation.org/doc/guidelsn/AD4-Gr1-Unit1.pdf</a>  <a href="http://www.missouricareereducation.org/doc/guidelsn/AD4-Gr1-Unit1.doc">http://www.missouricareereducation.org/doc/guidelsn/AD4-Gr1-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  
[http://static.pdesas.org/content/documents/ASCA\\_National\\_Standards\\_for\\_Students.pdf](http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf)