

**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> Learning for Life		<b>SUGGESTED UNIT TIMELINE:</b> 6 (2 lessons each for grades 9, 10; 1 lesson each for grades 11, 12)				
This unit will continue to develop and evaluate students’ self-management, study and test-taking skills that they have obtained during their educational career. These skills will enable them to become life-long learners.		<b>CLASS PERIOD (min.):</b> 1 to 2 class periods				
<b>ESSENTIAL QUESTIONS:</b>						
1. How do people develop habits?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will evaluate personal study skills, using the <i>Personal Study Skills and Habits Review Survey</i> and <i>Study Skills Tip Sheet</i> .		AD.4.A.09.a.i: Review and build upon educational skills necessary to progress toward life-long learning goals.		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK 3
		AD.4.B.09.a.i: Review and build upon a self-management system and adjust to increased academic demands.				DOK 4
		AD.4.A.10.a.i: Assess and apply educational skills necessary to progress toward individual life-long learning goals.				DOK – 4
		AD.4.B.10.a.i: Assess and apply a self-management system to meet increased academic demands.				DOK - 4

		<p>AD.4.A.11.a.i: Consistently utilize educational skills necessary to progress toward individual life-long learning goals.</p> <p>AD.4.B.11.a.i: Consistently utilize a self-management system and adjust to increased academic demands.</p> <p>AD.4.A.12.a.i: Achieve educational levels necessary to teach, maintain, and continue with individual life-long learning goals.</p> <p>AD.4.B12.a.i: Exhibit self-management skills necessary for educational achievement.</p>				<p>DOK – 4</p> <p>DOK – 4</p> <p>DOK – 4</p> <p>DOK - 2</p>
2. The student will identify at least one study skill habit, which he/she views as a personal strength.		<p>AD.4.A.09.a.i</p> <p>AD.4.B.09.a.i</p> <p>AD.4.A.10.a.i</p> <p>AD.4.B.10.a.i</p> <p>AD.4.A.11.a.i</p> <p>AD.4.B.11.a.i</p> <p>AD.4.A.12.a.i</p> <p>AD.4.B12.a.i</p>		<p>RI.9-10.1</p> <p>RI.9-10.4</p> <p>SL.9-10.1</p> <p>SL.9-10.4</p> <p>L.9-10.1</p> <p>L.9-10.2</p> <p>L.9-10.3</p> <p>L.9-10.4</p> <p>L.9-10.5</p> <p>L.9-10.6</p>	AD A	<p>DOK - 3</p> <p>DOK - 4</p> <p>DOK – 4</p> <p>DOK - 4</p> <p>DOK – 4</p> <p>DOK – 4</p> <p>DOK – 4</p> <p>DOK - 2</p>
3. The student also will identify at least one study skill habit to improve upon in order to reach his/her goals.		<p>AD.4.A.09.a.i</p> <p>AD.4.B.09.a.i</p> <p>AD.4.A.10.a.i</p> <p>AD.4.B.10.a.i</p> <p>AD.4.A.11.a.i</p> <p>AD.4.B.11.a.i</p>		<p>RI.9-10.1</p> <p>RI.9-10.4</p> <p>SL.9-10.1</p> <p>SL.9-10.4</p> <p>L.9-10.1</p> <p>L.9-10.2</p>	AD A	<p>DOK - 3</p> <p>DOK - 4</p> <p>DOK – 4</p> <p>DOK - 4</p> <p>DOK – 4</p> <p>DOK – 4</p>

		AD.4.A.12.a.i AD.4.B12.a.i		L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6		DOK - 4 DOK - 2
4. The student will complete a personal master calendar for the current school year.		AD.4.A.09.a.i AD.4.B.09.a.i AD.4.A.10.a.i AD.4.B.10.a.i AD.4.A.11.a.i AD.4.B.11.a.i AD.4.A.12.a.i AD.4.B12.a.i		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK - 4 DOK - 4 DOK - 4 DOK - 4 DOK - 4 DOK - 2
5. Using standardized test score reports, the student will evaluate personal academic strengths and weaknesses.		AD.4.A.09.a.i AD.4.B.09.a.i AD.4.A.10.a.i AD.4.B.10.a.i AD.4.A.11.a.i AD.4.B.11.a.i AD.4.A.12.a.i AD.4.B12.a.i		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK - 4 DOK - 4 DOK - 4 DOK - 4 DOK - 4 DOK - 2
6. The student will list at least three ways he/she will use test information to improve academic skills and standardized test scores.		AD.4.A.09.a.i AD.4.B.09.a.i AD.4.A.10.a.i AD.4.B.10.a.i AD.4.A.11.a.i AD.4.B.11.a.i AD.4.A.12.a.i AD.4.B12.a.i		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK - 4 DOK - 4 DOK - 4 DOK - 4 DOK - 4 DOK - 2
7. The student will apply the concept of self-management by identifying his/her top four priorities/commitments; creating list of priorities/commitments; and identifying strategies for making sure priorities/commitments are scheduled.		AD.4.A.09.a.i AD.4.B.09.a.i AD.4.A.10.a.i AD.4.B.10.a.i AD.4.A.11.a.i AD.4.B.11.a.i AD.4.A.12.a.i AD.4.B12.a.i		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK - 4 DOK - 4 DOK - 4 DOK - 4 DOK - 4 DOK - 2
8. The student will compose a paragraph in which he/she identifies the post-secondary option.		AD.4.A.09.a.i AD.4.B.09.a.i AD.4.A.10.a.i AD.4.B.10.a.i		SL. 11-12.1 SL. 11-12.4 L.11-12.1 L.11-12.2 L.11-12.3	AD A	DOK - 3 DOK - 4 DOK - 4 DOK - 4

		AD.4.A.11.a.i AD.4.B.11.a.i AD.4.A.12.a.i AD.4.B12.a.i		L.11-12.4 L.11-12.5 L.11-12.6 W.11-12.1 W.11-12.3 W.11-12.4 W.11-12.9 W.11-12.10		DOK – 4 DOK – 4 DOK – 4 DOK - 2
<b>ASSESSMENT DESCRIPTIONS*:</b>  The 3-part summative evaluation for the “Learning for Life” Unit is conducted in the 12 <sup>th</sup> grade. The assessment is a culmination of the work that students have completed in prior grades and encourages students to reflect and project regarding the knowledge and skills required to successfully achieve their goals and continue as life-long learners. This evaluation is located at the end of the 12 <sup>th</sup> grade lesson.						
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>					
	__x__ Direct __x__ Indirect __x__ Experiential __x__ Independent study __x__ Interactive Instruction					
1 2 3 4 5 6 7 8	See: Lesson 1 Grade 9 Study Skills Workshop Lesson 2 Grade 9 Making Your Own Master Calendar Lesson 3 Grade 10 Strategies for Taking Standardized Timed Tests Lesson 4 Grade 10 Prioritizing Time Lesson 5 Grade 11 Progressing Toward Graduation Lesson 6 Grade 12 Self Assessment of Self-Management, Study and Test-Taking Skills					
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>					
1 2 3 4 5	See: Lesson 1 Grade 9 Study Skills Workshop Lesson 2 Grade 9 Making Your Own Master Calendar Lesson 3 Grade 10 Strategies for Taking Standardized Timed Tests Lesson 4 Grade 10 Prioritizing Time					

6	Lesson 5 Grade 11 Progressing Toward Graduation				
7	Lesson 6 Grade 12 Self Assessment of Self-Management, Study and Test-Taking Skills				
8					
	<b><u>Direct:</u></b> <input checked="" type="checkbox"/> Structured Overview (Ls. 1) <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Explicit Teaching (Ls. 3) <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls. 3) <input type="checkbox"/> Didactic Questions <input checked="" type="checkbox"/> Demonstrations (Ls. 2) <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<b><u>Indirect:</u></b> <input checked="" type="checkbox"/> Problem Solving (Ls. 2-3) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input checked="" type="checkbox"/> Inquiry (Ls. 5) <input checked="" type="checkbox"/> Reflective Discussion (Ls. 3-5-6) <input checked="" type="checkbox"/> Writing to Inform (Ls. 5) <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input checked="" type="checkbox"/> Concept Attainment (Ls. 4-5-6) <input type="checkbox"/> Cloze Procedure	<b><u>Experiential:</u></b> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing (Ls. 4) <input type="checkbox"/> Model Building <input checked="" type="checkbox"/> Surveys (Ls. 1-6)	<b><u>Independent Study</u></b> <input checked="" type="checkbox"/> Essays (Ls. 6) <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	<b><u>Interactive Instruction</u></b> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing (Ls. 4) <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 2-4-5) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 6) <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 3-4) <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/AD4-Gr9-12-Unit1.pdf">http://www.missouricareereducation.org/doc/guidelsn/AD4-Gr9-12-Unit1.pdf</a>  <a href="http://www.missouricareereducation.org/doc/guidelsn/AD4-Gr9-12-Unit1.doc">http://www.missouricareereducation.org/doc/guidelsn/AD4-Gr9-12-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>					