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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:** Planning for Educational Achievement/Planning for School Success  Through counselor facilitated discussion students will identify the elementary and benefits of a daily plan. Counselor and classroom teacher will support students as they learn and apply the work habits of implementation. | | | | | **SUGGESTED UNIT TIMELINE:** 2 Lessons  **CLASS PERIOD (min.):** 30 minutes each | | | | | |
| **ESSENTIAL QUESTIONS:**  1. What would happen if adults and children played all day?  2. Why is it important for people to have a daily plan? | | | | | | | | | | |
| **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 the daily plan for the classroom. | | |  | | AD.4.A.0K.a.i: Identify and follow classroom and school routines.  AD.4.B.0K.a.i: Identify work habits necessary for school success. | |  | SL.K.1  SL.K.2  SL.K.4  SL.K.5  SL.K.6  L.K.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 four work habits to be successful. | | |  | | AD.4.A.0K.a.i  AD.4.B.0K.a.i | |  | SL.K.1  SL.K.2  SL.K.4  SL.K.5  SL.K.6  L.K.1 | AD A | DOK – Level 2  DOK – Level 2 |
| **ASSESSMENT DESCRIPTIONS\*:**  Students will identify four work habits needed for accomplishing a daily plan.  Students will identify three specific work habits needed for staying on a daily plan. | | | | | | | | | | |
| **Obj. #** | **INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)** | | | | | | | | | |
|  | \_\_x\_\_ Direct  \_\_x\_\_ Indirect  \_\_x\_\_ Experiential  \_\_\_\_\_ Independent study  \_\_x\_\_ Interactive Instruction | | | | | | | | | |
| 1  2 | See Lessons:  Lesson # 1: Stick With The Plan, Man!  Lesson # 2: Our Classroom Party | | | | | | | | | |
| **Obj. #** | **INSTRUCTIONAL ACTIVITIES: (What Students Do)** | | | | | | | | | |
| 1  2 | See Lessons:  Lesson # 1: Stick With The Plan, Man!  Lesson # 2: Our Classroom Party | | | | | | | | | |
|  | **[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)   + \_\_\_\_\_\_ [Compare & Contrast](http://olc.spsd.sk.ca/de/pd/instr/strats/compareconstrast/index.html)   + \_\_\_\_\_\_ [Didactic Questions](http://olc.spsd.sk.ca/de/pd/instr/strats/didactic/index.html)   + \_\_\_\_\_\_ Demonstrations   + \_\_\_x\_\_ Guided & Shared - [reading](http://olc.spsd.sk.ca/de/pd/instr/strats/guided/guided.html), listening, viewing, thinking (Ls. 1,2) | **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. 1)  \_\_\_\_\_\_ [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)  \_\_\_x\_\_ Conducting Experiments  (Ls. 2)  \_\_\_\_\_\_ [Simulations](http://olc.spsd.sk.ca/de/pd/instr/strats/simul/index.html)  \_\_x\_\_\_ Games (Ls. 1)  \_\_\_\_\_\_ Storytelling  \_\_\_\_\_\_ [Focused Imaging](http://olc.spsd.sk.ca/de/pd/instr/strats/focusedimaging/index.html)  \_\_\_\_\_\_ Field Observations  \_\_\_\_\_\_ [Role-playing](http://olc.spsd.sk.ca/de/pd/instr/strats/roleplaying/index.html)  \_\_\_\_\_\_ 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)  \_\_\_x\_\_ [Discussion](http://olc.spsd.sk.ca/de/pd/instr/strats/discussion/index.html) (Ls.1)  \_\_\_\_\_\_ Laboratory Groups  \_\_\_x\_\_ [Think, Pair, Share](http://olc.spsd.sk.ca/de/pd/instr/strats/think/index.html) (Ls.1)  \_\_\_\_\_\_ [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)  \_\_\_x\_\_ [Problem Solving (Ls. 2)](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/AD4-GrK-Unit1.pdf>  <http://www.missouricareereducation.org/doc/guidelsn/AD4-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 | | | | | | | | | | |