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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: Great Expectations!**Second graders must identify and apply numerous skills and behaviors to be successful in school. The counselor will have students do and (Thinking, Feeling, Doing) activity in which the student will stand up if the behavior applies to them. During a discussion, students will identify and develop a list of appropriate school behaviors. These behaviors will be listed on chart paper, the chalkboard or the dry erase board. Students will draw pictures to illustrate one or more of the expected behaviors and write a sentence to support the pictures.  | **SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD:** 30 minutes each |
| **ESSENTIAL QUESTIONS:**1. How is your life different as you get older? |
| **ESSENTIAL MEASURABLE LEARNING OBJECTIVES**  | **CCSS LEARNING GOALS (Anchor Standards/Clusters)** | **CROSSWALK TO STANDARDS** |
| **GLSs/CLEs** | **PS** | **CCSS** | **OTHER****ASCA** | **DOK** |
| 1. The student will develop two strategies that will help him/her meet the increased expectations of being in 2nd grade. |  | AD.5.A.02.a.i: Develop strategies to meet increased school expectations. |  | RF.2.3RF.24W.2.1W.2.2W.2.3W.2.4W.2.5W.2.6W.2.7W.2.8SL.2.1SL.2.3SL.2.4SL.2.6L.2.1L.2.2L.2.3L.2.4L.2.5L.2.6 | AD A.Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan. | Level 3 |
| 2. The student will write a sentence and draw a picture of what these strategies are. |  | AD.5.A.02.a.i |  | RF.2.3RF.24W.2.1W.2.2W.2.3W.2.4W.2.5W.2.6W.2.7W.2.8SL.2.1SL.2.3SL.2.4SL.2.6L.2.1L.2.2L.2.3L.2.4L.2.5L.2.6 | AD A. | Level 3 |
| **ASSESSMENT DESCRIPTIONS\*:** Students will write a sentence and draw a picture of an expectation for students in second grade.Students will identify ten second grade expectations by selecting them from an array of 22 choices. |
| **Obj. #** | **INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)** |
|  | \_\_x\_\_ Direct\_\_x\_\_ Indirect\_\_x\_\_ Experiential\_\_\_\_\_ Independent study \_\_\_\_\_ Interactive Instruction |
| 12 | See:Lesson 1 2nd Grade Great Expectations Lesson 2 I am Proud To Be a 2nd Grade |
| **Obj. #** | **INSTRUCTIONAL ACTIVITIES: (What Students Do)**r |
| 12 | See:Lesson 1 2nd Grade Great Expectations Lesson 2 I am Proud To Be a 2nd Grader |
|  | **[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
	+ \_\_\_x\_\_ Guided & Shared (Ls. 2) – [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) \_\_\_\_\_\_ [Reflective Discussion](http://olc.spsd.sk.ca/de/pd/instr/strats/reflectivediscussion/index.html) \_\_x\_\_\_ [Writing to Inform](http://olc.spsd.sk.ca/de/pd/instr/strats/writinginform/index.html) (Ls. 2)\_\_x\_\_\_ [Concept Formation](http://olc.spsd.sk.ca/de/pd/instr/strats/formation/index.html) (Ls. 1)\_\_\_\_\_\_ [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) \_\_\_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) \_\_\_\_\_\_ [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-Gr2-Unit1.pdf**](http://www.missouricareereducation.org/doc/guidelsn/AD5-Gr2-Unit1.pdf)[**http://www.missouricareereducation.org/doc/guidelsn/AD5-Gr2-Unit1.doc**](http://www.missouricareereducation.org/doc/guidelsn/AD5-Gr2-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 |