

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.

UNIT DESCRIPTION: Applying the Skills of Transitioning Between Educational Levels This unit gives counselors the tools to help students successfully transition into high school, through high school, and beyond.		SUGGESTED UNIT TIMELINE: 4 (one lesson each for 9, 10, 11, and 12) CLASS PERIOD: 9 th grade lesson -55 to 70 minutes 10 th grade lesson-55 to 70 minutes 11 th grade lesson-55 to 70 minutes 12 th grade lesson-50 minutes per student				
ESSENTIAL QUESTIONS: 1. Why are healthy self care skills and behaviors necessary when adjusting to transitions?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. Each freshman student will meet with their mentor for the interview to complete and discuss the “How Well Do You Know Your School” worksheet and the interview guidelines worksheet.		AD.5.A.09.a. i: Apply information and skills necessary to transition into high school.		SL.9-10.1 SL.9-10.2 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.	Level 3

2. The student will make a list of 2-3 post secondary options and required information necessary for application. Students will write an essay about their transitional needs.		AD.5.A.10.a. i: Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options.		RI.9-10.1 RI.9-10.4 RI.9-10.8 W.9-10.1 W.9-10.2 W.9-10.4 W.9-10.5 W.9-10.7 W.9-10.8 W.9-10.9 W.9-10.10 SL.9-10.1 SL.9-10.2 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 RST.9-10.1 RST.9-10.2 RST.9-10.4 RST.9-10.5 RST.9-10.7 WHST.9-10.1 WHST.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10	AD B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	Level 4
3. The student will complete the “Get Set for College” scavenger hunt and discuss with classmates.		AD.5.A.11.a. i: Increase knowledge and refine skills in		RI.11-12.1 RI.11-12.3 RI.11-12.4 RI.11-12.7 W.11-12.2 W.11-12.7 W.11-12.9 SL.11-12.1	AD C. Students will understand the relationship of academics to the	Level 3

		preparation for the senior year and post-secondary options.		SL.11-12.2 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6 RST.11-12.1 RST.11-12.2 RST.11-12.5 RST.11-12.7 RST.11-12.9 WHST.11-12.2 WHST.11-12.7 WHST.11-12.8 WHST.11-12.9	world of work and to life at home and in the community.	
4. The student will complete “Am I Ready” checklist/activity sheet, using their Personal Plan of Study.		AD.5.A.12.a. i: Utilize the achievement and performance skills necessary to transition to post-secondary options.		RI.11-12.1 RI.11-12.3 RI.11-12.4 RI.11-12.7 W.11-12.7 W.11-12.9 SL.11-12.1 SL.11-12.2 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6 RST.11-12.1 RST.11-12.2 RST.11-12.5 RST.11-12.7 RST.11-12.9	AD C.	Level 2
ASSESSMENT DESCRIPTIONS*: Counselor will meet individually with seniors during the second semester of their senior year. Counselor and student will complete a post-secondary checklist.						

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1	See Lessons:				
2	Lesson 1 Grade 9 Freshman Mentor Program: Meeting My Mentor				
3	Lesson 2 Grade 10 Exploration of Post-Secondary Options				
4	Lesson 3 Grade 11 Get Set For College				
	Lesson 4 Grade 12 Post-Secondary Checklist				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1	See Lessons:				
2	Lesson 1 Grade 9 Freshman Mentor Program: Meeting My Mentor				
3	Lesson 2 Grade 10 Exploration of Post-Secondary Options				
4	Lesson 3 Grade 11 Get Set For College				
	Lesson 4 Grade 12 Post-Secondary Checklist				
	<u>Direct:</u> Structured Overview Lecture Explicit Teaching Drill & Practice Compare & Contrast (Ls. 3) Didactic Questions Demonstrations (Ls. 2) Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2, 3, 4)	<u>Indirect:</u> <input checked="" type="checkbox"/> Problem Solving (Ls. 1,3,4) <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	<u>Experiential:</u> <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 type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>Independent Study</u> <input checked="" type="checkbox"/> Essays (Ls. 2) <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 <input type="checkbox"/> Activity Sheet (Ls.4)	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input checked="" type="checkbox"/> Panels (Ls.2) <input checked="" type="checkbox"/> Brainstorming (Ls. 1,2) <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 2,3) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls.1,2,3) <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 checked="" type="checkbox"/> Interviewing (Ls.1) <input type="checkbox"/> Conferencing <input checked="" type="checkbox"/> Scavenger Hunt (Ls. 3)

UNIT RESOURCES: (include internet addresses for linking)

<http://www.missouricareereducation.org/doc/guidelsn/AD5-Gr9-12-Unit1.pdf>

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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