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: Transition into Kindergarten In Kindergarten, students must transition from a less structured setting to a structured learning environment. To get the students attention and introduce the lesson, the counselor will use puppets to discuss the home, pre-school, and day-care experience and distinguish school expectations from those of other settings. Students will use the activity sheets to draw pictures of the pre-Kindergarten experience and the Kindergarten experience.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. How is being in kindergarten different from what you did last year?
2. How is kindergarten the same as last year?

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 at least two expectations of his/her previous environment.		AD.5.A.0K.a.i: Identify how school expectations are different from home, day-care, or pre-school.		RF.K.2 L.K.5 L.K.6	AD A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 2
2. The student will identify at least one way kindergarten is different than his/her previous learning experiences.		AD.5.A.0K.a.i		RF.K.2 W.K.8 SL.K.5 L.K.5 L.K.6	AD A	Level 2

ASSESSMENT DESCRIPTIONS*:
Students will draw pictures that depict the differences between their previous learning experiences and Kindergarten.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct __x__ Indirect __x__ Experiential _____ Independent study _____ Interactive Instruction
1 2	See Lessons: Lesson 1 Life Before Kindergarten Lesson 2 Life in Kindergarten
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson 1 Life Before Kindergarten Lesson 2 Life in Kindergarten

Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice ___x__ Compare & Contrast (Ls. 1) _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry __x___ Reflective Discussion (Ls. 2) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations ___x__ Role-playing (Ls. 1, 2) _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning _____ Discussion _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

http://www.missouricareereducation.org/doc/guidelsn/AD5-GrK-Unit1.pdf

http://www.missouricareereducation.org/doc/guidelsn/AD5-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