

**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: Educational Goal-Setting and Self-Assessment Skills</b>  Students will graph scores for their last 5 spelling test grades, reflect on their scores, brainstorm how to improve their scores and set a goal to achieve a higher score on the next spelling test; students will then reflect on their next spelling or other content score to see if they met their goal, what steps they took to improve and how they can improve their next score.		<b>SUGGESTED UNIT TIMELINE:</b> 2 Lessons  <b>CLASS PERIOD (min.):</b> 30 minutes each				
<b>ESSENTIAL QUESTIONS:</b>  1. How do I make decisions that will help me to be successful? 2. How do individuals make positive changes?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will track five spelling test scores to determine (self-assessment) a goal for improving or continuing their performance.		AD.6.A.03.a. Identify education goal-setting and self-assessment skills.		L.3.5 L.3.6 SL.3.2 SL.3.6	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 establish a goal and identify at least three steps they will take to reach his/her goal.		AD.6.A.03.a.		RF.3.3 RF.3.4 W.3.2 SL.3.1 SL.3.3 SL.3.6 L.3.1 L.3.2 L.3.3	AD A	Level 2

				L.3.4 L.3.5 L.3.6		
3. The student will chart and compare test score to determine if he/she has been successful in meeting his/her goal and predict their future performance.		AD.6.A.03.a.		RF.3.3 RF.3.4 W.3.2 SL.3.1 SL.3.2 SL.3.3 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6	AD A	Level 2
<b>ASSESSMENT DESCRIPTIONS*:</b>						
The student will track and analyze his/her test scores after setting a goal for score improvement						
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input type="checkbox"/> Interactive Instruction					
1	See Lessons:					
2	Lesson 1 Goal Setting and Self-Assessment					
3	Lesson 2 Reflection on Educational Goal Setting and Self-Assessment					
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>					
1	See Lessons:					
2	Lesson 1 Goal Setting and Self-Assessment					
3	Lesson 2 Reflection on Educational Goal Setting and Self-Assessment					

<u><b>Direct:</b></u>	<u><b>Indirect:</b></u>	<u><b>Experiential:</b></u>	<u><b>Independent Study</b></u>	<u><b>Interactive Instruction</b></u>
<input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls. 2) <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls.1, 2)	<input checked="" type="checkbox"/> Problem Solving (Ls. 1, 2) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 1, 2) <input type="checkbox"/> Writing to Inform (Ls. 2) <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input checked="" type="checkbox"/> Conducting Experiments (Ls. 1, 2) <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	<input type="checkbox"/> Essays <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"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <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 type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing

**UNIT RESOURCES: (include internet addresses for linking)**

<http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr3-Unit1.pdf>  
<http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr3-Unit1.doc>  
<http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr3-Unit1-Lesson1.pdf>  
<http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr3-Unit1-Lesson1..doc>  
<http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr3-Unit1-Lesson2.pdf>  
<http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr3-Unit1-Lesson2.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](http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf)