

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: Planning for Life In this unit students will use information about self and careers gained in grades six through eight to successfully complete and evaluate a four to six year plan with the assistance of the middle school and high school counselors, as well as high school student mentors.		SUGGESTED UNIT TIMELINE: 3 Lessons CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS: 1. How does academic performance affect later career/education choices?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will write a journal entry about one career cluster that matches his/her interests.		AD.6.A.08.a. Design a Personal Plan of Study		RI.8.4 W.8.2 W.8.7 W.8.9 SL.8.1 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	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
2. The student will write a paragraph identifying information about the career cluster of his/her choice and at a least four high school classes which correspond with the chosen path.		AD.6.A.08.a.		RI.8.4 W.8.2 W.8.7 W.8.9 SL.8.1	AD B	Level 4

				L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6		
3. The student will complete a personal plan of study.		AD.6.A.08.a.		SL.8.1 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	AD B	Level 4
ASSESSMENT DESCRIPTIONS:						
The student will complete a personal plan of study.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3	See Lessons: Lesson 1 Finding My Career Direction Lesson 2 Mapping My Career Direction Lesson 3 My Four to Six Year Plan (My Personal Plan of Study)					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2 3	See Lessons: Lesson 1 Finding My Career Direction Lesson 2 Mapping My Career Direction Lesson 3 My Four to Six Year Plan (My Personal Plan of Study)					
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Explicit Teaching	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing (Ls. 1)	

	(Ls. 1) <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<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	<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	Instruction <input checked="" type="checkbox"/> Journals (Ls. 1, 2, 3) <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input checked="" type="checkbox"/> Learning Activity Packages (Ls. 2, 3) <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"/> 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
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UNIT RESOURCES: (include internet addresses for linking)

<http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr8-Unit1.pdf>
<http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr8-Unit1.doc>
<http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr8-Unit1-Lesson1.pdf>
<http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr8-Unit1-Lesson1.doc>
<http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr8-Unit1-Lesson2.pdf>
<http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr8-Unit1-Lesson2.doc>
<http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr8-Unit1-Lesson3.pdf>
<http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr8-Unit1-Lesson3.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