

**Unit # 1 Title:** The Successful Student

**Grade Level:** 6-8

**Number of Lessons in Unit:** 4 (Grade 6=2 lessons, Grades 7 & 8 =1 lesson each)

**Time Required for each lesson:** 45 minutes

**Best time of year to implement this Unit:** Anytime

**Lesson Titles:**

**Grade 6:**

**Lesson 1** Picturing the Successful Student

Materials and special preparation:

Markers and tape

Handout “Characteristics/Qualities of a Successful Student” (1 for each student group)

Handout “Transform Greta the Geek into Suzie the Successful Student” (Note: Change the name(s) if you have a student named Greta or Suzie)

Handouts Report card with F’s and Report card with A’s

**Lesson 2** What’s Your Style?

Materials and special preparation:

Learning style inventory or other tool to help students find their best method of learning.

<http://www.berghuis.co.nz/abiator/lsi/lsiframe.html> is one free resource on the website of Abiators Online Learning Style. This web site includes assessments that may be completed and scored on line. Assessments include learning style, multiple intelligences and critical thinking style. In addition to assessments, the site includes strategies appropriate for each learning style. The vocabulary of the assessments is appropriate for a wide range of reading levels – for readers who are not yet fluent, the assessments may be read to the learner.

**Grade 7:**

**Lesson 3** Let’s Review for Better Achievement

Materials and special preparation:

Sam the Slacker Story

Sample page from a personal planner (or use an assignment book, calendar, or a handheld device)

Study Skills Tips Handout

Test-Taking Tips Handout

Skill Cards Worksheets (you will need copies of all three worksheets for each group you plan on having: then cut and bundle the skill cards for distribution to each group)

Blank Self-Management Skills, Study Skills and Test-Taking Skills Worksheets (you will need copies of all three blank worksheets for distribution to each group.)

Counselor Resource for Categorizing Skills

**Grade 8:**

**Lesson 4 Just Checking**

Materials and special preparation:

Introduction

*Just Checking Checklist-Goal-Setting* Sheet for backside

*Tips for Setting Goals* Information Sheet

Effective Management System Tips Information Sheet

Counselor may wish to provide sample assignment book page, calendar page, or palm pilot screen from school's adopted management system

**Missouri Comprehensive Guidance Standard:**

AD.4 Applying Skills Needed for Educational Achievement

**Grade Level Expectation(s):**

AD.4.A.06.a.i: Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources.

AD.4.B.06.a.i: Develop and practice a self-management system to promote academic success.

AD.4.A.07.a.i: Demonstrate and refine study skills and test-taking strategies utilizing available academic resources.

AD.4.B.07.a.i: Demonstrate and refine a self-management system to promote academic success.

AD.4.A.08.a.i: Consistently apply a system of study skills and test-taking strategies to promote academic success.

AD.4.B.08.a.i: Consistently apply a self-management system to promote academic success.

**American School Counselor Association National Standard (ASCA):**

Academic Development

A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 4. Use technological tools and other resources to locate, select and organize information 6. Discover and evaluate patterns and relationships in information, ideas, and structures. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of

	others.
X	<p>Goal 3: recognize and solve problems</p> <ol style="list-style-type: none"> <li>1 Identify problems and define their scope and elements</li> <li>2. Develop and apply strategies based on ways others have prevented or solved problems</li> <li>3. Develop and apply strategies based on one’s experience in preventing or solving problems</li> <li>4. Evaluate the processes used in recognizing and solving problems</li> <li>7. Evaluate the extent to which a strategy addresses the problem</li> </ol>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> <li>1. Explain reasoning and identify information used to support decisions</li> <li>4. Recognize and practice honesty and integrity in academic and in the workplace</li> <li>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</li> <li>6 Identify tasks that require a coordinated effort and work with others to complete those tasks</li> </ol>

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	Reading, writing, discussion, evaluating information
Mathematics	
X Social Studies	Relationships of individuals and groups; social inquiry
Science	
Health/Physical Education	
Fine Arts	

**Unit Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE’s. Assessment can be question answer, performance activity, etc.**

*Getting Your Grades Together* survey and performance activity. Summative Assessment will take place during the 8<sup>th</sup> grade lesson. Learners will assess their own study skills via the *Getting Your Grades Together* survey. After assessing their skills, students will write an essay describing their plans for applying what they have learned in middle school to high school work. Essays will include the following elements: Discussion of strengths and limitations in the areas of: Self-Management Skills; Study Skills, and Test-taking skills and the steps to personal success in each skill area. This will be a formal essay and follow the conventions of standard English. To add interest, essay may be written as a letter to self.

**Brief Summary of Unit:**

Students will participate in group discussions involving self-management skills, study skills, learning styles, goal-setting, and test-taking strategies.

6<sup>th</sup> Grade lessons include strategies that help students explore the characteristics and skills of successful learners and strategies designed to help students identify their learning styles.

7<sup>th</sup> Grade lesson is designed to help students become familiar with the purposes Self-Management Skills, Study Skills and Test-taking Skills.

8<sup>th</sup> grade. As a summative activity, students will evaluate their current management, study, and test-taking skills using the survey and performance activity, *Getting Your Grades Together*.

NOTE: The counselor/instructor has some latitude with this unit. Some may wish to use *Getting Your Grades Together* for pre- and post-assessment. Others may wish to introduce this activity at the beginning of 6<sup>th</sup> grade and again at the conclusion of 8<sup>th</sup> grade. Still others may use this survey throughout the middle school process. The short-answer and essay questions are designed for the post-test phase at the end of 8<sup>th</sup> grade, but may be omitted when using the survey for earlier grades.

The counselor/instructor may want to use the survey information to work with at-risk students to discuss student perceptions versus student performance.

**Unit Goals:**

Students will evaluate their self-management, study and test-taking skills.

Students will develop a personalized-management system for each of the skill areas..

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Basic working vocabulary related to self-management skills, study skills, and test-taking skills.

Getting Your Grades Together

Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

How do you rate yourself in the following areas? (Circle answer)

1. Writing down assignments	Poor	Okay	Good
2. Turning in homework on time	Poor	Okay	Good
3. Getting help before or after class.	Poor	Okay	Good
4. Asking your parents or others for help	Poor	Okay	Good
5. Having a place at home to study with materials.	Poor	Okay	Good
6. Keeping track of assignments/schedule in calendar/planner	Poor	Okay	Good

How do you rate yourself on the following skills? (Circle answer)

7. Listening in class	Poor	Okay	Good
8. Asking topic-related questions in class	Poor	Okay	Good
9. Being in school, on time, every day	Poor	Okay	Good
10. Being prepared for class.	Poor	Okay	Good
11. Behaving appropriately in the classroom.	Poor	Okay	Good
12. Taking notes	Poor	Okay	Good
13. Treating others with courtesy and respect	Poor	Okay	Good
14. Adapting to different teaching styles	Poor	Okay	Good
15. Being aware of body language and non-verbal behavior	Poor	Okay	Good
16. Being a contributing group member	Poor	Okay	Good
17. Participating in class	Poor	Okay	Good

How do you rate yourself on the following test-taking skills? (Circle answer)

18. Developing a test-taking plan	Poor	Okay	Good
19. Looking for key words in true/false questions	Poor	Okay	Good
20. Using strategies for multiple-choice questions	Poor	Okay	Good
21. Developing responses to essay questions	Poor	Okay	Good
22. Developing a constructed response	Poor	Okay	Good
23. Being prepared for open-book questions	Poor	Okay	Good
24. Checking answers before handing in tests.	Poor	Okay	Good
25. Reviewing and correcting all returned tests	Poor	Okay	Good

What is your learning style and how do you use it to study?

Which of the above skills do you need to improve in order to be academically successful in high school?

Formal Essay: Formulate a plan for using the skills you have learned in middle school to help you succeed in high school. Include self-management skills, study skills, test taking skills. For each area, include your assessment of your current performance, what you will do in order to be successful and the steps you will take to make yourself follow-through with your plan.