

**Unit #1 Title:** Learning for Life

**Grade Level:** 9-12

**Number of Lessons in Unit:** 6 (2 lessons each for grades 9, 10; 1 lesson each for grades 11, 12)

**Time Required for each lesson:** 1 to 2 class periods

**Best time of year to implement this unit:** Beginning of school year

**Lesson Titles:**

9<sup>th</sup> Grade Lesson 1: Study Skills Workshop

Materials/Special Preparations Required:

Personal Study Skills and Habit Review Survey

Study Skills Tip Sheet

MSCA Pointers for Students “Searching for Solutions: Improving Student Study Skills” Call 1-800-264-6722 or email msca @msca@mvp.net for copies

9<sup>th</sup> Grade Lesson 2: Making Your Own Master Calendar

Materials/Special Preparations Required:

School year calendar

Optional - Blank Calendar

10<sup>th</sup> Grade Lesson 3: Strategies for Taking Standardized Timed Tests

Materials/Special Preparations Required:

Individual student reports from standardized tests

PLAN PowerPoint presentation

PSAT/NMSQT DVD presentation

(The PLAN PowerPoint may be downloaded from [www.act.org/plan.index.html](http://www.act.org/plan.index.html)

Information over the PSAT DVD presentation may found at

[www.collegeboard.com](http://www.collegeboard.com) Test Prep information may downloaded from either website.)

10<sup>th</sup> Grade Lesson 4: Prioritizing Time

Materials/Special Preparations Required:

Student Planners/Calendars

Index cards

11<sup>th</sup> Grade Lesson 5: Progressing Toward Graduation

Materials/Special Preparations Required:

Students’ Individual Credit Check and Career Plan

12<sup>th</sup> Grade Lesson 6: Self-assessment of Self-Management, Study and Test-Taking Skills

Materials/Special Preparations Required:

AD4 Grades 9-12 Summative Self-Evaluation: Parts 1, 2, & 3

**Missouri Comprehensive Guidance Standard:**

AD.4: Applying skills needed for educational achievement

**Grade Level Expectation(s):**

- AD.4.A.09.a.i: Review and build upon educational skills necessary to progress toward life-long learning goals.
- AD.4.B.09.a.i: Review and build upon a self-management system and adjust to increased academic demands.
- AD.4.A.10.a.i: Assess and apply educational skills necessary to progress toward individual life-long learning goals.
- AD.4.B.10.a.i: Assess and apply a self-management system to meet increased academic demands.
- AD.4.A.11.a.i: Consistently utilize educational skills necessary to progress toward individual life-long learning goals
- AD.4.B.11.a.i: Consistently utilize a self-management system and adjust to increased academic demands.
- AD.4.A.12.a.i: Achieve educational levels necessary to teach, maintain, and continue with individual life-long learning goals.
- AD.4.B.12.a.i: Exhibit self-management skills necessary for educational achievement.

**American School Counselor Association National Standards (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 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 8. Assess costs, benefits and other consequences of proposed solutions

X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities
---	--

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics 3. Data analysis, probability and statistics 6. Discrete mathematics (such as graph theory, counting techniques, matrices)
X	Social Studies 7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
X	Science 7. Processes of scientific inquiry (such as formulating and testing hypotheses)
	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.**  
 The 3-part summative evaluation for the "Learning for Life" Unit is conducted in the 12<sup>th</sup> grade. The assessment culminates the work that students have completed in prior grades and encourages students to reflect and project regarding the knowledge and skill required to successfully achieve their goals and continue as life-long learners. This evaluation is located at the end of the 12<sup>th</sup> grade lesson.

**Brief Summary of Unit:**  
 This unit will continue to develop and evaluate students' self-management, study and test-taking skills that they have obtained during their educational career. These skills will enable them to become life-long learners.

**Unit Goals:**  
 Students will utilize skills developed during their educational career to become life-long learners.

**What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?**  
 It will be important for the students to be familiar with self-management, goal setting, study and test-taking skills. They will need the ability for apply self-assessment processes.