

## **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:</b> Becoming a Self Starter		<b>SUGGESTED UNIT TIMELINE:</b> 2 Lessons				
Students will learn the work habits people use while working independently, will self-assess their abilities on two of those work habits, and will develop a plan for strengthening their ability to apply work habits.		<b>CLASS PERIOD (min.):</b> 30 minutes				
<b>ESSENTIAL QUESTIONS:</b>						
1. What work habits will help you be successful in life?						
2. Why are positive habits important?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will demonstrate abilities to complete classroom tasks independently.		AD.4.A.02: Demonstrate skills needed to complete classroom tasks independently.  AD.4.B.02: Build individual work habits and study skills that apply to a variety of learning situations.		SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 RF.2.3 RF.2.4 L.2.1 L.2.2 L.2.4 L.2.5 L.2.6 RI.2.4	AD A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK Level -2          DOK Level -4
2. The student will evaluate individual work habits by completing an independent working skills progress report.		AD.4.A.02: AD.4.B.02:		SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 RF.2.3 RF.2.4 L.2.1 L.2.2 L.2.4 L.2.5 L.2.6 RI.2.4	AD A	DOK Level -2 DOK Level -4

<b>ASSESSMENT DESCRIPTIONS*:</b>					
The student will self-assess their level of success on two work habits.					
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>				
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1	See Lessons: Lesson # 1: <u>I WILL DO IT!</u>				
2	Lesson # 2: <u>I DID IT!</u>				
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>				
1	See Lessons: Lesson # 1: <u>I WILL DO IT!</u>				
2	Lesson # 2: <u>I DID IT!</u>				
	<b><u>Direct:</u></b> <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. 1) <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<b><u>Indirect:</u></b> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input checked="" type="checkbox"/> Reading for Meaning (Ls. 1) <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 2) <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	<b><u>Experiential:</u></b> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <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	<b><u>Independent Study</u></b> <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 checked="" type="checkbox"/> Homework (Ls. 1) <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<b><u>Interactive Instruction</u></b> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1) <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:**

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)