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: Learning for Life 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.	**SUGGESTED UNIT TIMELINE:** 6 (2 lessons each for grades 9, 10; 1 lesson each for grades 11, 12) **CLASS PERIOD (min.):** 1 to 2 class periods

ESSENTIAL QUESTIONS:

1. How do people develop habits?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will evaluate personal study skills, using the *Personal Study Skills and Habits Review Survey* and *Study Skills Tip Sheet.*		AD.4.A.09: Review and build upon educational skills necessary to progress toward life-long learning goals. AD.4.B.09: Review and build upon a self-management system and adjust to increased academic demands. AD.4.A.10: Assess and apply educational skills necessary to progress toward individual life-long learning goals. AD.4.B.10: Assess and apply a self-management system to meet increased academic demands.		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK 3 DOK 4 DOK – 4 DOK - 4

		AD.4.A.11: Consistently utilize educational skills necessary to progress toward individual life-long learning goals. AD.4.B.11: Consistently utilize a self-management system and adjust to increased academic demands. AD.4.A.12: Achieve educational levels necessary to teach, maintain, and continue with individual life-long learning goals. AD.4.B12: Exhibit self-management skills necessary for educational achievement.				DOK – 4 DOK – 4 DOK – 4 DOK - 2
2. The student will identify at least one study skill habit, which he/she views as a personal strength.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11 AD.4.A.12 AD.4.B12		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4 DOK – 4 DOK – 4 DOK – 4 DOK - 2
3. The student also will identify at least one study skill habit to improve upon in order to reach his/her goals.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4 DOK – 4 DOK – 4

		AD.4.A.12 AD.4.B12		L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6		DOK – 4 DOK - 2
4. The student will complete a personal master calendar for the current school year.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11 AD.4.A.12 AD.4.B12		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4 DOK – 4 DOK – 4 DOK – 4 DOK - 2
5. Using standardized test score reports, the student will evaluate personal academic strengths and weaknesses.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11 AD.4.A.12 AD.4.B12		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4 DOK – 4 DOK – 4 DOK – 4 DOK - 2
6. The student will list at least three ways he/she will use test information to improve academic skills and standardized test scores.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11 AD.4.A12 AD.4.B12		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4 DOK – 4 DOK – 4 DOK – 4 DOK - 2
7. The student will apply the concept of self-management by identifying his/her top four priorities/commitments; creating list of priorities/commitments; and identifying strategies for making sure priorities/commitments are scheduled.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11 AD.4.A.12 AD.4.B12		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4 DOK – 4 DOK – 4 DOK – 4 DOK - 2
8. The student will compose a paragraph in which he/she identifies the post-secondary option.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10		SL. 11-12.1 SL. 11-12.4 L.11-12.1 L.11-12.2 L.11-12.3	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4

		AD.4.A.11 AD.4.B.11 AD.4.A.12 AD.4.B12		L.11-12.4 L.11-12.5 L.11-12.6 W.11-12.1 W.11-12.3 W.11-12.4 W.11-12.9 W.11-12.10		DOK – 4 DOK – 4 DOK – 4 DOK - 2

ASSESSMENT DESCRIPTIONS*:

The 3-part summative evaluation for the "Learning for Life" Unit is conducted in the 12th grade. The assessment is a culmination of the work that students have completed in prior grades and encourages students to reflect and project regarding the knowledge and skills required to successfully achieve their goals and continue as life-long learners. This evaluation is located at the end of the 12th grade lesson.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x___ Direct __x___ Indirect __x___ Experiential __x___ Independent study __x___ Interactive Instruction
1 2 3 4 5 6 7 8	See: Lesson 1 Grade 9 Study Skills Workshop Lesson 2 Grade 9 Making Your Own Master Calendar Lesson 3 Grade 10 Strategies for Taking Standardized Timed Tests Lesson 4 Grade 10 Prioritizing Time Lesson 5 Grade 11 Progressing Toward Graduation Lesson 6 Grade 12 Self Assessment of Self-Management, Study and Test-Taking Skills
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	See: Lesson 1 Grade 9 Study Skills Workshop Lesson 2 Grade 9 Making Your Own Master Calendar Lesson 3 Grade 10 Strategies for Taking Standardized Timed Tests

5 6 7 8	Lesson 4 Grade 10 Prioritizing Time Lesson 5 Grade 11 Progressing Toward Graduation Lesson 6 Grade 12 Self Assessment of Self-Management, Study and Test-Taking Skills				
	Direct: __x___ Structured Overview (Ls. 1) _____ Lecture __x___ Explicit Teaching (Ls. 3) _____ Drill & Practice __x___ Compare & Contrast (Ls. 3) _____ Didactic Questions __x___ Demonstrations (Ls. 2) _____ Guided & Shared - reading, listening, viewing, thinking	**Indirect:** __x___ Problem Solving (Ls. 2-3) _____ Case Studies _____ Reading for Meaning __x___ Inquiry (Ls. 5) __x___ Reflective Discussion (Ls. 3-5-6) __x__ Writing to Inform (Ls. 5) _____ Concept Formation _____ Concept Mapping __x___ Concept Attainment (Ls. 4-5-6) _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations __x___ Role-playing (Ls. 4) _____ Model Building __x___ Surveys (Ls. 1-6)	**Independent Study** __x___ Essays (Ls. 6) _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates __x___ Role Playing (Ls. 4) _____ Panels _____ Brainstorming _____ Peer Partner Learning ___x__ Discussion (Ls. 2-4-5) _____ Laboratory Groups ___x__ Think, Pair, Share (Ls. 6) _____ Cooperative Learning _____ Jigsaw ___x__ Problem Solving (Ls. 3-4) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ 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