### 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 plan of study.**
**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: Great Expectations!**

Students will be learning how to plan for the new demands of middle school. Academics, changing schedules, extracurricular activities and other middle school activities will influence their success of their transitioning process.

Sixth grade emphasizes the skills of self-management and the usage of a planner. Students will review the tasks they need to accomplish in order to reach goals efficiently. *Activity Logs* and related materials, including utilization of personal planners, will help with transitioning from grade level to grade level.

In seventh grade, greater emphasis is placed on the usage of a student planner and how planners can be used as organizational and stress management tools, allowing students to meet academic expectations at one grade level while preparing to make the transition to the next grade level.

**ESSENTIAL QUESTIONS:**

1. How do people prepare for the unknown?

**ESSENTIAL MEASURABLE LEARNING OBJECTIVES**

| 1. The student will complete the homework and activity log to compare how activities change from last year and will change again next year. |

<table>
<thead>
<tr>
<th>CCSS LEARNING GOALS (Anchor Standards/Clusters)</th>
<th>CROSSWALK TO STANDARDS</th>
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<tbody>
<tr>
<td><strong>GLEs/CLEs</strong></td>
<td><strong>PS</strong></td>
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<td>AD.5.A.06: Demonstrate the ability to adjust to changing school structures and continue to meet academic expectations. AD.5.A.07: Recognize ongoing academic expectations and develop strategies to meet increased demands.</td>
<td>SL.6.1 SL.7.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6</td>
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</tbody>
</table>
2. The student will write three transition goals and discuss them with their peers.

<table>
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<tr>
<th>Obj. #</th>
<th>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</th>
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<tbody>
<tr>
<td>1</td>
<td>See Lessons:</td>
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<tr>
<td>2</td>
<td>Lesson 1: Sixth Grade Is a Ball!</td>
</tr>
<tr>
<td></td>
<td>Lesson 2: Get Ready, Get Set, Get Organized!</td>
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ASSESSMENT DESCRIPTIONS*:

Students will address transition by completing the Homework Activity Log and writing three goals for transitioning.
## INSTRUCTIONAL ACTIVITIES: What Students Do!

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### Direct:
- **Structured Overview**
- **Lecture**
- **Explicit Teaching**
- **Drill & Practice**
- **Compare & Contrast** (Ls. 1)
- **Didactic Questions**
- **Demonstrations (Ls. 1)**
- **Guided & Shared - reading, listening, viewing, thinking**

### Indirect:
- **Problem Solving**
- **Case Studies**
- **Reading for Meaning**
- **Inquiry**
- **Reflective Discussion** (Ls. 1)
- **Writing to Inform**
- **Concept Formation**
- **Concept Mapping**
- **Concept Attainment**
- **Cloze Procedure**

### Experiential:
- **Field Trips**
- **Case Studies**
- **Narratives**
- **Conducting Experiments**
- **Simulations**
- **Games**
- **Storytelling**
- **Focused Imaging**
- **Field Observations**
- **Role-playing**
- **Model Building**
- **Surveys**

### Independent Study:
- **Essays**
- **Computer Assisted Instruction**
- **Journals**
- **Learning Logs (Ls. 1, 2)**
- **Reports**
- **Learning Activity Packages**
- **Correspondence Lessons**
- **Learning Contracts**
- **Homework**
- **Research Projects**
- **Assigned Questions**
- **Learning Centers**

### Interactive Instruction:
- **Debates**
- **Role Playing**
- **Panels**
- **Brainstorming (Ls. 2)**
- **Peer Partner Learning (Ls. 2)**
- **Discussion (Ls. 1, 2)**
- **Laboratory Groups**
- **Think, Pair, Share**
- **Cooperative Learning**
- **Jigsaw**
- **Problem Solving**
- **Structured Controversy**
- **Tutorial Groups**
- **Interviewing**
- **Conferencing**

## UNIT RESOURCES:
