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: Goal Setting**

This unit is designed to teach students basic goal-setting skills needed to become successful learners. Lesson one teaches the student to identify strategies for goal-setting and planning for accomplishing goals in terms of five strategies: 1) Set a goal and make a plan on paper; 2) Tell someone about your plan and get that person’s help to monitor your progress; 3) Put the plan into action-practice; 4) Reward small steps; 5) Revise your plan if it is not working; 6) Keep working until you’ve accomplished the goal.

**ESSENTIAL QUESTIONS:**

1. How can goals be useful?

<table>
<thead>
<tr>
<th>ESSENTIAL MEASURABLE LEARNING OBJECTIVES</th>
<th>CCSS LEARNING GOALS (Anchor Standards/Clusters)</th>
<th>CROSSWALK TO STANDARDS</th>
</tr>
</thead>
</table>
| 1. Students will identify strategies for goal setting and planning | AD.6.A.02: Identify goals that lead to learner success. | RF.2.3
RF.2.4
SL.2.1
SL.2.2
SL.2.6
L.2.1
L.2.2
L.2.5
L.2.6 |
|                                          |                                               | AD.A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan. | Level 2 |

**ASSESSMENT DESCRIPTIONS***:

Students will identify strategies for goal setting and planning.

<table>
<thead>
<tr>
<th>Obj. #</th>
<th>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>x</em></td>
<td>Direct</td>
</tr>
<tr>
<td><em>x</em></td>
<td>Indirect</td>
</tr>
</tbody>
</table>

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| ____ Experiential  
| ____ Independent study  
| __x__ Interactive Instruction  

### See Lessons:
- Lesson 1: Talk is Cheap (Part 1)
- Lesson 2: Talk is Cheap (Part 2)

**Obj. #**  
**INSTRUCTIONAL ACTIVITIES: (What Students Do)**

### See Lessons:
- Lesson 1: Talk is Cheap (Part 1)
- Lesson 2: Talk is Cheap (Part 2)

| Direct:  
| — Structured Overview  
| — Lecture  
| — Explicit Teaching  
| — Drill & Practice  
| — Compare & Contrast (Ls. 2)  
| — Didactic Questions  
| — Demonstrations  
| __x__ Guided & Shared - reading, listening, viewing, thinking (Ls. 1)  
| Indirect:  
| — Problem Solving (Ls. 2)  
| — Case Studies  
| — Reading for Meaning  
| — Inquiry  
| — Reflective Discussion (Ls. 1)  
| — Writing to Inform  
| — Concept Formation (Ls. 2)  
| — Concept Mapping  
| — Concept Attainment  
| — Cloze Procedure  
| Experiential:  
| — Field Trips  
| — Narratives  
| — Conducting Experiments  
| — Simulations  
| — Games  
| — Storytelling  
| — Focused Imaging  
| — Field Observations  
| — Role-playing  
| — Model Building  
| — Surveys  
| Independent Study  
| — Essays  
| — Computer Assisted Instruction  
| — Journals  
| — Learning Logs  
| — Reports  
| — Learning Activity Packages  
| — Correspondence Lessons  
| — Learning Contracts  
| — Homework  
| — Research Projects  
| — Assigned Questions  
| — Learning Centers  
| Interactive Instruction  
| — Debates  
| — Role Playing  
| — Panels  
| __x__ Brainstorming (Ls. 1)  
| — Peer Partner Learning  
| __x__ Discussion (Ls. 1)  
| — Laboratory Groups  
| — Think, Pair, Share  
| — Collaborative Learning  
| — Jigsaw  
| — Problem Solving  
| — Structured Controversy  
| — Tutorial Groups  
| — Interviewing  
| — Conferencing  

### UNIT RESOURCES:


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)