COURSE INTRODUCTION:

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: Poppin' Personal Plans of Study Students will learn vocabulary related to educational planning and begin to recognize activities in which they have engaged and skills that they have acquired or can acquire to help them meet goals for the future.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. Why do I need to plan what I learn?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will define and analyze 16 vocabulary terms related to educational planning.		AD.6.A.06: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan**.**		W.6.2 W.6.8 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	AD B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.	Level 4
2. The student will identify five components of a personal plan of study.		AD.6.A.06		SL.6.1 L.6.1 L.6.3 L.6.4 L.6.5 L.6.6	AD B	Level 4
3. The student will develop a list of activities and life experiences, then match activities and life		AD.6.A.06		SL.6.1 L.6.1	AD B	Level 4

experiences to components of a personal plan of study.				L.6.3 L.6.4 L.6.5 L.6.6		
4. The student will write a paragraph outlining at least three activities he/she has—or will—participate in that demonstrate skills needed for their career goals.		AD.6.A.06		W.6.3 W.6.4 WHST.6.4 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	AD B	Level 4

ASSESSMENT DESCRIPTIONS:

Students will share a written reflection narrative (paragraph) of "Cool Things I Can Do" generated from discussion of activities, their placement on the resume, and what character and or work traits they demonstrate.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X__ Direct __X__ Indirect _____ Experiential __X__ Independent study __X__ Interactive Instruction
1 2 3 4	See Lessons: Lesson 1 Life Lingo Lesson 2 Cool Things I've Done Lesson 3 Cool Stuff I Can Do
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: Lesson 1 Life Lingo Lesson 2 Cool Things I've Done

4	Lesson 3 Cool Stuff I Can Do				
	Direct: tructured Overview ecture xplicit Teaching (Ls. 1) rill & Practice (Ls. 1) ompare & Contrast idactic Questions emonstrations Guided & Shared - reading, listening, viewing, thinking (Ls. 1)	**Indirect:** _____ Problem Solving ___X__ Case Studies (Ls. 1) _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping __X____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling __X____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	**Independent Study** _____ Essays _____ Computer Assisted Instruction ___X__ Journals (Ls. 3) _____ 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. 2) ___X__ Peer Partner Learning (Ls. 1) ___X__ Discussion (Ls. 1, 2, 3) _____ Laboratory Groups _____ Think, Pair, Share ___X__ Cooperative Learning (Ls. 2) _____ Jigsaw _____ Problem Solving _____ 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