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: Tick–Tock Goes The Clock

Students will utilize case study to develop and evaluate a weekly self-management schedule. They will use the self-management skills to help them learn positive test taking skills.

SUGGESTED UNIT TIMELINE: 3 Lessons
CLASS PERIOD (min.): 30-40 minutes each

ESSENTIAL QUESTIONS:
1. What does it mean to use time wisely?
2. How can I manage my time?
3. How can I improve my test scores?

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<tr>
<th>ESSENTIAL MEASURABLE LEARNING OBJECTIVES</th>
<th>CCSS LEARNING GOALS (Anchor Standards/Clusters)</th>
<th>CROSSWALK TO STANDARDS</th>
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<tr>
<td>1. The student will apply two study skills and two test taking strategies used to improve academic achievement.</td>
<td>AD.4.A.04: Apply study skills and test taking strategies to improve academic achievement. AD.4.B.04: Apply basic time management and organizational techniques necessary for assignments and/or task completion.</td>
<td>RI.4.1 RI.4.4 RF.4.3 RF.4.4 SL.4.1 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6 W.4.1 W.4.4</td>
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| 2. The student will apply two time management techniques and two organizational techniques necessary for task completion. | AD.4.A.04 AD.4.B.04 | RI.4.1 RI.4.4 RF.4.3 RF.4.4 SL.4.1 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 | AD A | DOK Level -3 DOK Level -3 |
**ASSESSMENT DESCRIPTIONS**:  
The student will work in small groups to develop a weekly self-management schedule based on a case study. The student will be able to identify study and test taking skills.

**Obj. #** | **INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
---|---
 | ___x___ Direct  
 | _____ Indirect  
 | ___x___ Experiential  
 | _____ Independent study  
 | ___x___ Interactive Instruction

See Lessons:  
1. Lesson # 1: Time Is On My Side!  
2. Lesson # 2: Time Is On My Side! Again!  
3. Lesson # 3: It’s Time for Test Skills Rock!

**Obj. #** | **INSTRUCTIONAL ACTIVITIES: (What Students Do)**
---|---
1. Lesson # 1: Time Is On My Side!  
2. Lesson # 2: Time Is On My Side! Again!  
3. Lesson # 3: It’s Time for Test Skills Rock!

### Direct:
- Structured Overview  
- Lecture  
- Explicit Teaching  
- Drill & Practice  
- Compare & Contrast  
- Didactic Questions  
- Demonstrations  
- Guided & Shared - reading, listening, viewing, thinking (Ls. 1-2-3)
### Indirect:
- Problem Solving  
- Case Studies  
- Reading for Meaning  
- Inquiry  
- Reflective Discussion  
- Writing to Inform  
- Concept Formation  
- Concept Mapping  
- Concept Attainment  
- Cloze Procedure
### Experiential:
- Field Trips  
- Narratives  
- Conducting Experiments  
- Simulations (Ls. 1-2)  
- 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
### Interactive Instruction:
- Debates  
- Role Playing  
- Panels  
- Brainstorming (Ls. 1-2)  
- Peer Partner Learning (Ls. 1-2)  
- Discussion (Ls. 1-2-3)  
- Laboratory Groups  
- Think, Pair, Share (Ls. 1-2-3)  
- Cooperative Learning (Ls. 1-2)  
- Jigsaw
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<th>Learning Centers</th>
<th><strong>x</strong> Problem Solving (Ls. 1-2)</th>
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**UNIT RESOURCES:**