

Missouri Comprehensive School Counseling Academic Development Curriculum Index

AD4: Applying Skills Needed for Educational Achievement

Grade	Unit Title	# of Lessons and Lesson Titles	AD4 Lesson GLEs
K	Planning for Educational Achievement	1. Stick With The Plan, Man!	AD.4.A.0K: Identify and follow classroom and school routines. AD.4.B.0K: Identify work habits necessary for school success.
		2. Our Classroom Party	AD.4.A.0K: Identify and follow classroom and school routines. AD.4.B.0K: Identify work habits necessary for school success.
1 st	Study and Work for Success	1. Complete or Incomplete? That is the Question!	AD.4.A.01: Identify and practice the steps for completing classroom assignments and activities. AD.4.B.01: Develop and practice work habits necessary for school success.
		2. FLY To Success	AD.4.A.01: Identify and practice the steps for completing classroom assignments and activities. AD.4.B.01: Develop and practice work habits necessary for school success.
2 nd	Becoming a Self Starter	1. I WILL DO IT!	AD.4.A.02: Demonstrate skills needed to complete classroom tasks independently. AD.4.B.02: Build individual work habits and study skills that apply to a variety of learning situations.

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		2. I DID IT!	AD.4.A.02: Demonstrate skills needed to complete classroom tasks independently. AD.4.B.02: Build individual work habits and study skills that apply to a variety of learning situations.
3 rd	That's How You Do It!	1. Help Is On The Way!	AD.4.A.03: Identify and practice study skills and test taking strategies. AD.4.B.03: Recognize and practice basic time management and organizational skills for assignments and/or task completion.
		2. BINGO!	AD.4.A.03: Identify and practice study skills and test taking strategies. AD.4.B.03: Recognize and practice basic time management and organizational skills for assignments and/or task completion.
4 th	Tick-Tock Goes The Clock	1. Time Is On My Side	AD.4.A.04: Apply study skills and test taking strategies to improve academic achievement. AD.4.B.04: Apply time management and organizational techniques necessary for assignments and/or task completion.
		2. Time Is On My Side! AGAIN!	AD.4.A.04: Apply study skills and test taking strategies to improve academic achievement. AD.4.B.04: Apply time management and organizational techniques necessary for assignments and/or task completion.

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Grade	Unit Title	# of Lessons and Lesson Titles	AD4 Lesson GLEs
		3. It's Time for Test Skills Rock!	AD.4.A.04: Apply study skills and test taking strategies to improve academic achievement. AD.4.B.04: Apply time management and organizational techniques necessary for assignments and/or task completion.
5 th	Successful Students!	1. Dear Sassy Successful Student	AD.4.A.05: Demonstrate study skills and test taking strategies to enhance academic achievement.
		2. My Time to Shine!	AD.4.B.05: Demonstrate ability to complete assignments and/or tasks accurately within a specified time frame.
6 – 8	The Successful Student	1. 6 th gr. Picturing the Successful Student	AD.4.A.06: Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources. AD.4.B.06: Develop and practice a self-management system to promote academic success.
		2. 6 th gr. What's Your Style?	AD.4.A.06: Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources. AD.4.B.06: Develop and practice a self-management system to promote academic success.
		3. 7 th gr. Let's Review for Better Achievement.	AD.4.A.07: Demonstrate and refine study skills and test-taking strategies utilizing available academic resources. AD.4.B.07: Demonstrate and refine a self-management system to promote academic success.
		4. 8 th gr. Just Checking	AD.4.A.08: Consistently apply a system of study skills and test-taking strategies to promote academic success. AD.4.B.08: Consistently apply a self-management system to promote academic success.

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Grade	Unit Title	# of Lessons and Lesson Titles	AD4 Lesson GLEs
9 – 12th	Learning for Life	1. 9 th gr. Study Skills Workshop	AD.4.A.09: Review and build upon educational skills necessary to progress toward life-long learning goals.
		2. 9 th gr. Making Your Own Master Calendar	AD.4.B.09: Review and build upon self-management system and adjust to increased academic demands.
		3. 10 th gr. Strategies for Taking Standardized Timed Tests	AD.4.A.10: Assess and apply educational skills necessary to progress toward life-long learning goals.
		4. 10 th gr. Prioritizing Time	AD.4.B.10: Assess and apply a self-management system to meet increased academic demands.
		5. 11 th gr. Progressing Toward Graduation	AD.4.B.11: Consistently utilize self-management system and adjust to increased academic demands.
		6. 12 th gr. Self-Assessment of Self-Management, Study and Test-Taking Skills	AD.4.A.12: Achieve educational levels necessary to teach, maintain, and continue with individual life-long learning goals. AD.4.B.12: Exhibit self-management skills necessary for educational achievement.

Unit #1 Title: Planning for Educational Achievement/Planning for School Success **Grade Level:** K

Number of Lessons in Unit: 2

Time Required for each lesson: 20-30 minutes

Lesson Titles:
 Lesson # 1: Stick With The Plan, Man!
 Materials and Preparation Suggestions:
 Poster board divided into 6 blocks
 One small beanbag/sponge/soft object
 At least one other staff member (optional)

Lesson #2: Our Classroom Party
 Materials and Preparation Suggestions:
 Dry erase board/SMART board/other visual display and proper writing utensils.
 Blank paper folded in half and drawing materials (i.e., crayons, markers).

Missouri Comprehensive School Counseling Big Idea:
 AD.4: Applying Skills Needed for Educational Achievement

Grade Level Expectations (GLEs):
 AD.4.A.0K: Identify and follow classroom and school routines. (DOK – Level 2)
 AD.4.B.0K: Identify work habits necessary for school success. (DOK – Level 2)

American School Counselor Association (ASCA) Mindsets and Behaviors:
 Academic Development

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics
X	Social Studies 6. Relationships of the individual and groups to institutions

		and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What would happen if adults and children played all day?
 Why is it important for people to have a daily plan?

Unit Measurable Learning Objectives:

The student will identify the daily plan for the classroom.
 The student will identify four work habits to be successful.

Unit Instructional Strategies/Instructional Activities:

- Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
- Indirect (Reflective Discussion)
- Experiential (Conducting Experiments, Games)
- Independent Study
- Interactive Instruction (Discussion, Think, Pair, Share, Problem Solving)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.
Assessment can be question answer, performance activity, etc.

Students will identify four work habits needed for accomplishing a daily plan.
 Students will identify three specific work habits needed for staying on a daily plan.

Brief Summary of Unit:

Through counselor facilitated discussion students will identify the elementary and benefits of a daily plan. Counselor and classroom teacher will support students as they learn and apply the work habits of implementation.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Vocabulary, work habits

Unit #1 Title: Planning for Educational Achievement/Planning for School Success	
Lesson Title: Stick With The Plan, Man!	Lesson: 1 of 2
Grade Level: K	
Length of Lesson: 20-30 minutes	
Missouri Comprehensive School Counseling Big Idea: AD.4: Applying Skills Needed For Educational Achievement	
Grade Level Expectations (GLEs): AD.4.A.0K: Identify and follow classroom and school routines. AD.4.B.0K: Identify work habits necessary for school success.	
American School Counselor Association (ASCA) Mindsets and Behaviors: Academic Development	

Materials (include activity sheets and/ or supporting resources)

Poster board, divided into 6 blocks 1 small beanbag/sponge/soft object At least one other staff member or alternative option
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Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The students will identify three school classroom routines.
 The students will identify how well you follow three school routines.
 The students will identify four work habits necessary for school success.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 The student will model four work habits needed for staying on a daily plan.
 The student will identify three habits they follow (during the evening or at night) to prepare for school the next day.

Lesson Preparation

Essential Questions:
 What would happen if adults and children played all day?

Engagement (Hook):
 Counselor plans the following ahead of time with one or two other staff members:
 Counselor and other staff member(s) enter class at same time, announcing that it’s their time to work with the students. Each one looks at the other with wide eyes, or a puzzled look. A short discussion about whose scheduled time it is ensues. Counselor remains, and begins the discussion of why it is important to have a daily plan.
 If other staff members are unavailable, counselor enters the room and announces that recess will be after school and lunch will be at nighttime! Counselor observes the children’s reactions and then asks, “Any questions?” Then the counselor calms the children by saying, “Don’t worry, that’s why we have a plan.”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor asks why it is important to have a daily plan.	1. Students offer responses such as: order, do what you suppose to do, etc.
2. Counselor asks students to describe their classroom schedule.	2. Students share their classroom schedule and routine with the class.
3. What do students need to do to help our class keep our daily plan? As students give answers, counselor draws each suggestion	3. Students offer answers (e.g. listen, hands/feet still, eyes on teacher, work together cooperatively, quiet/silent voices,

<p>in a block on the poster board, until all blocks are filled. (Ears for listening, hand for hands to self, etc.)</p> <p>4. Putting the poster on the floor, the counselor tosses a beanbag (or other soft item) on each block, randomly.</p> <p>5. Counselor asks several students to “show us” what that skill/behavior looks like, making sure that every student is included in modeling.</p> <p>6. Counselor summarizes: “Now that you’ve practiced all of these great ways to stay on the daily plan, I hope that you will continue to do a great job using these skills to follow the plan. Give me a <i>thumbs up</i> if you will do your best to follow the plan!” (or similar response).</p>	<p>follow directions).</p> <p>4. Students listen and watch.</p> <p>5. Selected students model the behaviors/skills, while others watch. (Make sure that all students have a chance to model.)</p> <p>6. Students respond.</p>
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Teacher Follow-Up Activities

Students could draw a picture of one way that they help their class stay on schedule.

Counselor reflection notes (completed after the lesson)

Unit #1 Title: Planning for Educational Achievement/Planning for School Success	
Lesson Title: Our Classroom Party	Lesson: 2 of 2
Grade Level: K	
Length of Lesson: 20-30 minutes	
Missouri Comprehensive School Counseling Big Idea: AD.4: Applying Skills Needed For Educational Achievement	
Grade Level Expectations (GLEs): AD.4.A.0K: Identify and follow classroom and school routines. AD.4.B.0K: Identify work habits necessary for school success.	
American School Counselor Association (ASCA) Mindsets and Behaviors: Academic Development	

Materials (include activity sheets and/ or supporting resources)
Dry erase board/SMART board/other visual display, and proper writing utensils. Blank paper folded in half and drawing materials (i.e., crayons, markers).

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will work collaboratively with classmates to review the classroom schedule and select a time for a party.
 The student will work collaboratively to identify at least two behaviors expected at a classroom party.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Students work as team members to review their classroom schedule.
 Students will decide what their classroom party schedule should be taking into account their lunch, specials, and recess times.

Lesson Preparation

Essential Questions:

Why is it important for people to have a daily plan?

Engagement (Hook):

Counselor walks in the classroom and says, “Please raise your hand if you would you like to have a party.”

Counselor says, “Now, raise your hand if you would you like to help plan the party.”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor asks, “What do we need to think about for the party?”	1. Students will give their input (probably like food, movie, etc.)
2. Counselor says, “Most of you forgot to think about the time and how our classroom schedule affects the time we can have the party.	2. Students are thinking about what the counselor is saying.
3. Counselor then asks the students, “When do you have specials, lunch, and recess?”	3. Students respond by giving the time of day that they have these three activities during the school day.
4. Counselor then reminds students how	4. Students listen to the counselor.

<p>important it is to schedule a classroom party around these activities because we don't want to interfere with other people's schedules.</p> <p>5. Counselor asks, "Based on your classroom schedule, would it be better to have the party in the morning or the afternoon?"</p> <p>6. Counselor then asks, "What behaviors do you need to show in order to participate in the party?"</p> <p>7. Counselor tells students that they can now make party invitations for their next classroom party (i.e. Halloween, Thanksgiving, Christmas, Birthdays).</p> <p>8. Counselor then tells students to remember next time your teacher has a party that she/he had to take into account your classroom schedule. Counselor also reminds students that they need their behavior to be appropriate in order to participate in this activity.</p>	<p>5. Students hopefully take into account their classroom schedule that was just discussed in order to pick the right time for their party.</p> <p>6. Students respond with comments like respectful, responsible, (i.e. displaying the core virtues).</p> <p>7. Students make party invitations to remind themselves of their next classroom party.</p> <p>8. Students listen to counselor.</p>
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Teacher Follow-Up Activities

Teacher reminds students of the class schedule when she/he announces that their class is having their next party. Teacher frequently talks about the classroom schedule with the students.

Counselor reflection notes (completed after the lesson)

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.

<p>UNIT DESCRIPTION: Planning for Educational Achievement/Planning for School Success</p> <p>Through counselor facilitated discussion students will identify the elementary and benefits of a daily plan. Counselor and classroom teacher will support students as they learn and apply the work habits of implementation.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons</p> <p>CLASS PERIOD (min.): 30 minutes each</p>				
<p>ESSENTIAL QUESTIONS:</p> <p>1. What would happen if adults and children played all day? 2. Why is it important for people to have a daily plan?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify the daily plan for the classroom.		AD.4.A.0K Identify and follow classroom and school routines. AD.4.B.0K: Identify work habits necessary for school success.		SL.K.1 SL.K.2 SL.K.4 SL.K.5 SL.K.6 L.K.1	AD A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK – Level 2 DOK – Level 2
2. The student will identify four work habits to be successful.		AD.4.A.0K AD.4.B.0K		SL.K.1 SL.K.2 SL.K.4 SL.K.5 SL.K.6 L.K.1	AD A	DOK – Level 2 DOK – Level 2
<p>ASSESSMENT DESCRIPTIONS*:</p> <p>Students will identify four work habits needed for accomplishing a daily plan. Students will identify three specific work habits needed for staying on a daily plan.</p>						

Obj. # INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1	See Lessons: Lesson # 1: Stick With The Plan, Man!				
2	Lesson # 2: Our Classroom Party				
Obj. # INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1	See Lessons: Lesson # 1: Stick With The Plan, Man!				
2	Lesson # 2: Our Classroom Party				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2)	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 1) <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input checked="" type="checkbox"/> Conducting Experiments (Ls. 2) <input type="checkbox"/> Simulations <input checked="" type="checkbox"/> Games (Ls. 1) <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls.1) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls.1) <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 2) <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES:					
Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/					

Unit #1 Title: Study and Work for Success	Grade Level: 1
Number of Lessons in Unit: 2	
Time Required for each lesson: 30-35 minutes	
Lesson Titles:	
Lesson #1: Complete or Incomplete? That is the Question!	
Materials and Preparation Suggestions:	
2 puppets (optional)	
2 different blank worksheets obtained from classroom teacher as described in lesson 1	
Lesson #2: FLY to Success	
Materials and Preparation Suggestions:	
3 paper airplanes, each labeled #1 – following directions, #2 - listening, and #3-you get along with others	
Handout of FLY Airplane Activity Sheet for each student.	
Success Plan Activity Sheet	
Missouri Comprehensive School Counseling Big Idea:	
AD.4: Applying Skills Needed for Educational Achievement	
Grade Level Expectations (GLEs):	
AD.4.A.01: Identify and practice the steps for completing classroom assignments and activities.(DOK Level - 2)	
AD.4.B.01: Develop and practice work habits necessary for school success. (DOK Level - 2)	
American School Counselor Association (ASCA) Mindsets and Behaviors:	
Academic Development	

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures. 5. Comprehend and evaluate written, visual and oral presentations and works.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 6. Identify tasks that require a coordinated effort and work with others to complete those tasks. 4. Recognize and practice honesty and integrity in academic work and in the workplace.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Why is learning important?

Unit Measurable Learning Objectives:

The students will identify four of the parts for completing correctly completed classroom assignments.

The students will model four of the parts of completing a correctly completed classroom assignment.

The students will model at least three work habits necessary for school success.

Unit Instructional Strategies/Instructional Activities:

Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)

Indirect

Experiential (Narratives, Storytelling)

Independent Study

Interactive Instruction (Role Playing, Discussion)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.

Assessment can be question answer, performance activity, etc.

The student will determine four factors that contribute to a correctly completed assignment.

The student will model three behaviors for completing a correctly completed assignment.

Brief Summary of Unit:

Students will identify skills needed for correctly completing assignments and improve school work habits.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Identify and follow classroom and school routines.

Identify work habits necessary for school success.

Unit #1 Title: Study and Work for Success	
Lesson Title: Complete or Incomplete? That is the Question!	Lesson: 1 of 2
Grade Level: 1	
Length of Lesson: 30-35 min.	
Missouri Comprehensive School Counseling Big Idea: AD.4: Applying Skills Needed for Educational Achievement	
Grade Level Expectations (GLEs): AD.4.A.01: Identify and practice the steps for completing classroom assignments and activities. AD.4.B.01: Develop and practice work habits necessary for school success.	
American School Counselor Association (ASCA) Mindsets and Behaviors: Academic Development	

Materials (include activity sheets and/ or supporting resources)

<p>2 puppets (optional) Get two different blank worksheets from the classroom teacher. For the first worksheet, counselor should make one copy neat, complete, and following all directions. Make a second copy of the same worksheet messy, crumpled, incomplete, no name, not following directions. For the group activity, the counselors should prepare 4-5 different incorrectly completed assignments.</p> <p>NO ACTUAL STUDENT WORK SHOULD BE USED!!</p>

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works. 6. Discover and evaluate patterns and relationships in information, ideas and structures.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 4. Recognize and practice honesty and integrity in academic work and in the work place. 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	5. Comprehending and evaluating the content and

		artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will, as a group member, identify four factors that contribute to a correctly completed assignment.

The students will identify at least three work habits necessary for school success.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

The student will determine four factors that contribute to a correctly completed assignment. The student will use the FLY Activity Sheet to self assess work habit skills and develop a plan for needed improvement.

Lesson Preparation

Essential Questions:

What does it mean to do a job correctly?
Why should we make sure we do a job correctly?

Engagement (Hook):

Counselor will engage in a conversation between 2 puppets. Each puppet would have identical worksheets, but one would be neat, complete and following directions, while the other one is crumpled, no name, missing answers, etc. Puppets should compare papers talking about high points, differences, and how one is completed and the other one is incorrectly completed.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Ahead of time, counselor should consult	1. Students listen to introduction.

<p>with the teacher to find out the specifics of what s/he requires as components for a correctly completed assignment (e.g. name at top, date, neat, follows directions, all questions answered, etc.)</p> <ol style="list-style-type: none"> 2. Counselor will ask the group: How are these two assignments alike and different? 3. Counselor will write the student generated components of a correctly completed assignment on a dry erase, smart board, chart paper, or other. 4. What work habits help in making sure that work is completed correctly? Give me thumbs up/thumbs down if you think the following work habits would be helpful or not in completing work correctly? (Following directions/listening/getting along with others/talking to someone while the teacher is giving directions/wandering around the room/having a pencil/yelling out, etc.) 5. Divide students into 4-5 groups, giving each group one of the incorrectly completed assignments described above. Each group is to identify the areas that need improvement for completion of the work. 6. Each group will report its findings to the rest of the class. 7. Counselor will compliment the class on a job well done, emphasizing the positive work habits that they used in the activity. 	<ol style="list-style-type: none"> 2. Students will respond identifying elements of complete and incomplete assignments (see #1). 3. Students observe 4. Students will listen to each work habit and give thumbs up/thumbs down. 5. Students will work together, cooperatively, to complete the activity. (2-3 minutes) 6. Each group reports findings; the other students/groups listen. 7. Students sit quietly, ready for their next activity.
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Teacher Follow-Up Activities

The teacher may review the list of good work habits, and students will put those habits into practice by completing the next assignment.

Counselor reflection notes (completed after the lesson)

Unit #1 Title: Study and Work For Success	
Lesson Title: FLY to Success	Lesson: 2 of 2
Grade Level: 1	
Length of Lesson: 30-35 min.	
Missouri Comprehensive School Counseling Big Idea: AD.4: Applying Skills Needed for Educational Achievement	
Grade Level Expectations (GLEs): AD.4.A.01: Identify and practice the steps for completing classroom assignments and activities. AD.4.B.01: Develop and practice work habits necessary for school success.	
American School Counselor Association (ASCA) Mindsets and Behaviors: Academic Development	

Materials (include activity sheets and/ or supporting resources)

3 paper airplanes, each labeled: #1 – following directions, #2 - listening, and #3-you get along with others
Handout of *FLY Airplane* activity sheet for each student.
Success Plan Activity Sheet

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works. 6. Discover and evaluate patterns and relationships in information, ideas and structures.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 4. Recognize and practice honesty and integrity in academic work and in the work place. 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.

	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify two assignment completion skills they need to improve.
 The student will explain how and why to follow directions.
 The student will explain how and why to pay attention when they listen.
 The student will identify three social skills that help them cooperate with others.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.
Assessment can be question answer, performance activity, etc.
 The student will be asked how they will improve their skills.
 The student will explain how they can improve at following directions.
 The student will be able to identify skills needed to get along with others.

Lesson Preparation

Essential Questions:
 Why is it important to follow directions?
 Why is it important to listen?
 Why is it important to cooperate with others?

Engagement (Hook):
 Bring in three paper airplanes numbered 1 (Follow directions), 2 (Listen), and 3 (You get along with others). Counselor soars the three paper airplanes in the air. Ask the students who got the airplane with the #1. Read what skill airplane #1 stands for and write it on the board. Ask the students who got the airplane with the #2. Read what skill airplane #2 stand for and write it on the board. Ask the students who got the airplane with the #3. Read what skill airplane #3 stands for and write it on the board. What is another word we can use to describe getting along with others? We call that cooperating.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Counselor will ask the student what the first letter from each of the three skills spells. 2. Counselor distributes and explains the FLY Airplane activity sheet. 3. Counselor will ask the students to honestly rate themselves in each of these areas. 4. Counselor will instruct students to review the FLY Airplane activity sheet and identify one or more skills to improve based on ratings. For students with ratings of all 3's, students are instructed to select a skill they would like to improve. 	<ol style="list-style-type: none"> 1. Students will respond by saying, "fly". 2. Each student will receive a FLY Airplane activity sheet. 3. Students will complete the FLY Airplane activity sheet individually. 4. Students will reflect on their ratings and complete a Success Activity Sheet.

Teacher Follow-Up Activities

The teacher may review the list of effective work habits, and students will put those habits into practice by completing the next assignment.

Counselor reflection notes (completed after the lesson)

FLY

Rate Yourself on the FLY Skills

1=Needs Improvement

2 = Satisfactory

3 = Excellent

Listen Well

Follow Directions

**You Get Along with Others
(Cooperate)**

Success Plan Activity Sheet

List 3 ways that you can improve each skill listed below. Choose one or more skill(s) you would like to improve based on your FLY rating sheet.

FOLLOW DIRECTIONS

1. _____
2. _____
3. _____

LISTEN

1. _____
2. _____
3. _____

YOU GET ALONG WITH OTHERS (COOPERATE)

1. _____
2. _____
3. _____

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: Study and Work for Success		SUGGESTED UNIT TIMELINE: 2 Lessons				
Students will identify skills needed for correctly completing assignments and improve school work habits.		CLASS PERIOD (min.): 30-35 minutes				
ESSENTIAL QUESTIONS:						
1. Why is learning important?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify four factors that contribute to correctly completed classroom assignments.		AD.4.A.01: Identify and practice the steps for completing classroom assignments and activities. AD.4.B.01: Develop and practice work habits necessary for school success.		SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.6 L.1.1	AD A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK Level – 2 DOK Level - 2
2. The student will identify at least three work habits necessary for school success.		AD.4.A.01 AD.4.B.01		SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.6 L.1.1	AD A	DOK Level – 2 DOK Level - 2
ASSESSMENT DESCRIPTIONS*:						
The student will determine four factors that contribute to a correctly completed assignment. The student will use the Activity Sheet to self-assess work habit skills and develop a plan for needed improvement.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	__x__ Direct					

	<input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1	See Lessons				
2	Lesson # 1: Complete or Incomplete? That is the Question!				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1	See Lessons				
2	Lesson # 1: Complete or Incomplete? That is the Question!				
	Direct: <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1-2)	Indirect: <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	Experiential: <input type="checkbox"/> Field Trips <input checked="" type="checkbox"/> Narratives (Ls. 1) <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input checked="" type="checkbox"/> Storytelling (Ls. 1-2) <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	Independent Study <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	Interactive Instruction <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing (Ls. 1-2) <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1-2) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES:					
Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/					

Unit #1 Title: Becoming a Self Starter	Grade Level: 2
Number of Lessons in Unit: 2	
Time Required for each lesson: 30 minutes	
Lesson Titles:	
Lesson # 1: I WILL DO IT!	
Materials and Preparation Suggestions:	
Story: “The Not-So Independent Working Classroom” (provided)	
Independent Working Skills Checklist	
Chart Paper	
Lesson # 2: I DID IT!	
Materials and Preparation Suggestions:	
Completed Independent Working Skills Checklist (see lesson 1)	
“Positive Work Habit Name” Sheet	
Missouri Comprehensive School Counseling Big Idea:	
AD.4: Applying Skills Needed for Educational Achievement	
Grade Level Expectations (GLEs):	
AD.4.A.02: Demonstrate skills needed to complete classroom tasks independently. (DOK Level -2)	
AD.4.B.02: Build individual work habits and study skills that apply to a variety of learning situations. (DOK Level - 4)	
American School Counselor Association (ASCA) Mindsets and Behaviors:	
Academic Development	

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 6. Examine problems and proposed solutions from multiple perspectives.
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals. 4. Recognize and practice honesty and integrity in academic work and in the workplace.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
Science	
Health/Physical Education	
Fine Arts	

Unit Essential Questions:

What work/study habits will help you be successful in life?
Why are positive habits important?

Unit Measurable Learning Objectives:

The student will demonstrate abilities to complete classroom tasks independently.
The student will evaluate individual work habits by completing an independent working skills progress report.

Unit Instructional Strategies/Instructional Activities:

- Direct (Compare & Contrast)
- Indirect (Reading for Meaning, Reflective Discussion)
- Experiential
- Independent Study (Homework)
- Interactive Instruction (Discussion)

Unit Summative Assessment (acceptable evidence):

**Assessment should relate to the performance outcome for goals, objectives and GLEs.
Assessment can be question answer, performance activity, etc.**

The student will self-assess their level of success on two work habits.

Brief Summary of Unit:

Students will learn the work habits people use while working independently, will self-assess their abilities on two of those work habits, and will develop a plan for strengthening their ability to apply work habits.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Steps for completing classroom assignments and activities.

Work habits necessary for school success.

Ability to demonstrate skills needed to complete classroom tasks independently.

Ability to develop plans and apply planning ability to build individual work habits and study skills in a variety of learning situations.

<p>Unit #1 Title: Becoming a Self Starter</p> <p>Lesson Title: “I WILL DO IT!” Lesson: 1 of 2</p> <p>Grade Level: 2</p> <p>Length of Lesson: 30-35 min.</p> <p>Missouri Comprehensive School Counseling Big Idea: AD.4: Applying Skills Needed for Educational Achievement</p> <p>Grade Level Expectations (GLEs): AD.4.A.02: Demonstrate skills needed to complete classroom tasks independently. AD.4.B.02: Build individual work habits and study skills that apply to a variety of learning situations.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Academic Development</p>

Materials (include activity sheets and/ or supporting resources)

<p>Attached story <i>The Not-So Independent Working Classroom</i> for each student Attached <i>Independent Working Skills Progress Report</i> for each student Chart paper for listing habits</p>

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: Make decisions and act as responsible members of society 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics
X	Social Studies 6. Relationships of the individual and groups to Institutions and cultural traditions

	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will choose two work habits to practice and demonstrate during the week.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 The student will be able to identify at least three effective work habits.
 The student will choose two work habits that they personally want to practice for a week. Each day they will self-assess their level of success.

Lesson Preparation

Essential Questions:
 What work/study habits will help you be successful in life?
Engagement (Hook):
 Counselor reads *The Not-So Independent Working Classroom*. (check for understanding of the word “independent”)

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor hands out <i>The Not-So Independent Working Classroom</i> story to each student.	1. Students receive the handout and quietly look over it.
2. The counselor reads the story and prompts the students to read aloud the “Not I” and the “I will try” statements in the story and tells the class that they are going to focus on work habits that help them become more independent workers at home and at school.	2. Students will respond “Not I” and “I will try” as the counselor reads the story.
3. After reading the story, the counselor tells the class that they are going to focus on work habits that help them become more independent workers at home and at school.	3. Students will listen.
4. The counselor will ask the class: “What	4. Students generate answers (e.g.,

<p>habits might get in the way of working independently?” Circle those words in the story.</p> <p>5. “Now, looking back to the story, what are some habits that help people work well independently?” Underline those habits in the story.</p> <p>6. Counselor gives each student a blank, <i>Independent Working Skills Progress Report</i> chart. Counselor instructs the students to fill out the top row with 2 work habits that they plan to practice this week. Each day, students will self-assess how well he or she applied the skill by either putting a smiling face or a straight face in the box. Charts will be reviewed during the next lesson.</p> <p>7. In closing the counselor says, “Who will be able to complete the chart this week. Students are encouraged to make up their own positive work habit names. The names will be shared in the next lesson.</p>	<p>interrupting others, talking loudly, giving up when task is difficult). Find the habits in the story that are not helpful. Students circle those words (e.g. talkative, interrupting).</p> <p>5. Students underline the helpful habits in the story.</p> <p>6. Students fill in chosen work habits during the week to practice.</p> <p>7. Students will indicate they will complete the charts and will develop own positive work habit names.</p>
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Teacher Follow-Up Activities

The teacher will have students self assess their work habit progress at the end of each day.

Counselor reflection notes (completed after the lesson)

(NOTE: Counselor should check names ahead of time to make sure that none of his/her current students' names are used in the story.)

The Not-So Independently Working Classroom

There once was a classroom where the teacher wanted the students to complete an assignment independently. "Who will be able to complete this assignment on his or her own?" asked the teacher.

"Not I," said Talkative Timmy.

"Not I," said Bashful Betty.

"Not I," said Wandering Wanda.

"Not I," said Noisy Ned.

"Not I," said Interrupting Ida.

"Not I," said Rude Rhoda.

"Not I," said Angry Al.

"Not I," said Humming Harry.

"Not I," said Mumbling Mary.

"Not I," said Destructive Donnie.

"I will try!" said Independent Irene.

"I will try!" said Listening Larry.

"I will try!" said Focused Fred.

"I will try!" said Prepared Patty.

"I will try!" said Behaving Bonita.

"I will try!" said Hardworking Harriet.

"I will try!" said Conscientious Carla.

"I will try!" said Thinking Thad.

"I will try!" said Responsible Rudy.

"I will try!" said Respectful Ralph.

"I will try!" said Persevering Perry.

The teacher said, "I appreciate all of the students who are willing to try to do the assignment independently. I will help others learn independent work habits so that everyone can be successful at school and at home!"

NAME: _____

**INDEPENDENT WORKING HABITS
PROGRESS REPORT**

Day	Work Habit 1:	Work Habit 2:
1		
2		
3		
4		
5		

Total # of faces = _____

<p>Unit #1 Title: Becoming a Self Starter</p> <p>Lesson Title: “I DID IT!” Lesson: 2 of 2</p> <p>Grade Level: 2</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive School Counseling Big Idea: AD.4: Applying Skills Needed for Educational Achievement</p> <p>Grade Level Expectations (GLEs): AD.4.A.02: Demonstrate skills needed to complete classroom tasks independently. AD.4.B.02: Build individual work habits and study skills that apply to a variety of learning situations.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Academic Development</p>

Materials (include activity sheets and/ or supporting resources)

<p><i>Independent Working Skills Progress Report</i> for each student (see lesson 1) <i>Positive Work Habit Name and Picture Activity Sheet</i></p>

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will share data collected on his/her selected work habits.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

The student will identify positive work habits and monitor their application of a positive work habit.

Lesson Preparation

Essential Questions:

Why are positive habits important?

Engagement (Hook):

Students write their positive work habit names (Neat Nelly, Working Walter) on the activity sheet. The students can draw a picture of their character on the sheet, write how they feel when they have positive work habits and/or draw a picture of them performing that positive work habit.

Procedures

Instructor Procedures/Instructional Strategies:

1. The counselor asks students to tell about the *Positive Work Habit Name* they selected for themselves; including reason for selection, how habit is demonstrated and how applying the habit helps him or her to do it.)
2. The counselor asks students to get out their completed work habits progress report and discuss their progress since the previous week.
3. In closing the counselor says, “Who was able to complete their positive work habit sheet this week?”
4. Counselor collects positive work habit sheets for review.

Student Involvement/Instructional Activities:

1. Students share their name sheet and picture and provide an explanation for why they selected the name for themselves (Example: My Positive Work Habit Name is: Organized Annie. I put things where they belong and I keep my desk clean.
2. Students share their self-assessment of how well they felt they practiced the selected skills throughout the week.
3. Students respond, “I did it!”
4. Students turn in positive work habit sheets.

Teacher Follow-Up Activities

The teacher will review the charts of the students' progress. The teacher may chose to refer some students to the counselor for small group on individual work if they are having difficulties with positive work habits.

Counselor reflection notes (completed after the lesson)

This sheet should be completed the previous week before this lesson.

NAME: _____

**INDEPENDENT WORKING HABITS
PROGRESS REPORT**

Day	Work Habit 1:	Work Habit 2:
1		
2		
3		
4		
5		

Total # of faces = _____

My Positive Work Habit Name:

My picture...

When I use positive work habits, I feel _____.

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: Becoming a Self Starter		SUGGESTED UNIT TIMELINE: 2 Lessons				
Students will learn the work habits people use while working independently, will self-assess their abilities on two of those work habits, and will develop a plan for strengthening their ability to apply work habits.		CLASS PERIOD (min.): 30 minutes				
ESSENTIAL QUESTIONS:						
1. What work habits will help you be successful in life?						
2. Why are positive habits important?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will demonstrate abilities to complete classroom tasks independently.		AD.4.A.02: Demonstrate skills needed to complete classroom tasks independently. AD.4.B.02: Build individual work habits and study skills that apply to a variety of learning situations.		SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 RF.2.3 RF.2.4 L.2.1 L.2.2 L.2.4 L.2.5 L.2.6 RI.2.4	AD A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK Level -2 DOK Level -4
2. The student will evaluate individual work habits by completing an independent working skills progress report.		AD.4.A.02: AD.4.B.02:		SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 RF.2.3 RF.2.4 L.2.1 L.2.2 L.2.4 L.2.5 L.2.6 RI.2.4	AD A	DOK Level -2 DOK Level -4

ASSESSMENT DESCRIPTIONS*:					
The student will self-assess their level of success on two work habits.					
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1	See Lessons: Lesson # 1: <u>I WILL DO IT!</u>				
2	Lesson # 2: <u>I DID IT!</u>				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1	See Lessons: Lesson # 1: <u>I WILL DO IT!</u>				
2	Lesson # 2: <u>I DID IT!</u>				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls. 1) <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input checked="" type="checkbox"/> Reading for Meaning (Ls. 1) <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 2) <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input checked="" type="checkbox"/> Homework (Ls. 1) <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from <http://www.corestandards.org/>

Unit #1 Title: That's How You Do It!	Grade Level: 3
Number of Lessons in Unit: 2	
Time Required for each lesson: 30-35 minutes each	
Lesson Titles:	
Lesson # 1: Help Is On The Way!	
Materials/Special Preparations Required:	
<i>Study/Test Taking Habits Inventory</i>	
<i>Study/Test Taking BINGO sheet</i>	
Lesson # 2: BINGO!	
Materials/Special Preparations Required:	
<i>Study/Test Taking Habits Inventor</i>	
<i>Study/Test Taking BINGO sheet</i> from previous lesson	
<i>Study/Test Taking BINGO cards</i> (for drawing)	
Pencils/Markers for each student	
Optional: Small reward for students	
Missouri Comprehensive School Counseling Big Idea:	
AD.4: Applying Skills Needed for Educational Achievement	
Grade Level Expectations (GLEs):	
AD.4.A.03: Identify and practice study skills and test taking strategies. (DOK Level - 2)	
AD.4.B.03: Recognize and practice basic time management and organizational skills for assignments and/or task completion. (DOK Level - 2)	
American School Counselor Association (ASCA) Mindsets and Behaviors:	
Academic Development	

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to refine research. 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 6. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 8. Explain reasoning and identify information used to support decisions. 4. Recognize and practice honesty and integrity in academic work and in the workplace.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	
X Social Studies	7. The use of tools of social science inquiry.
Science	
Health/Physical Education	
Fine Arts	

Unit Essential Questions:

What skills and strategies help me to complete tasks?

Unit Measurable Learning Objectives:

The student will identify study skills and test taking strategies.
 The student will describe the importance of using basic time management and organizational skills for assignments and/or task completion.

Unit Instructional Strategies/Instructional Activities:

- Direct
- Indirect (Reading for Meaning)
- Experiential (Games)
- Independent Study (Assigned Questions)
- Interactive Instruction (Discussion)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

The student will self-assess their proficiency with study skills, test taking strategies, and basic time management and organizational skills.

Brief Summary of Unit:

Students will self-assess their study skills, test taking strategies, and basic time management and organizational skills following classroom discussion. Concepts will be reinforced through a BINGO game.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Demonstrate skills needed to complete classroom tasks independently.
 Build individual work habits and study skills that apply to a variety of learning situations.

<p>Unit #1 Title: That’s How You Do It!</p> <p>Lesson Title: Help Is On The Way! Lesson: 1 of 2</p> <p>Grade Level: 3</p> <p>Length of Lesson: 30-35 min.</p> <p>Missouri Comprehensive School Counseling Big Idea: AD.4: Applying Skills Needed for Educational Achievement</p> <p>Grade Level Expectations (GLEs): AD.4.A.03: Identify and practice study skills and test taking strategies. AD.4.B.03: Recognize and practice basic time management and organizational skills for assignments and/or task completion.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Academic Development</p>
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Materials (include activity sheets and/ or supporting resources)

<p><i>Study/Test Taking Habits Inventory</i> <i>Study/Test Taking BINGO sheet</i></p>

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>1. Develop questions and ideas to refine research.</p> <p>10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens and consumers.</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>3. Exchange information, questions and ideas while recognizing the perspective of others.</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>3. Develop and apply strategies based on one’s own experience in preventing or solving problems.</p> <p>6. Examine problems and proposed solutions from multiple perspectives.</p> <p>7. Evaluate the extent to which a strategy addresses the problem.</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions.</p> <p>4. Recognize and practice honesty and integrity in academic work and in the workplace.</p>

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	

X	Social Studies	7. The use of tools of social science inquiry.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will self-assess ability to demonstrate 24 different study skills.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 The student will complete an inventory that self-assesses proficiency with study skills, test taking strategies, and basic time management and organizational skills.

Lesson Preparation

Essential Questions:
 Why do are study skills important

Engagement (Hook):
 Counselor goes into class obviously unprepared (mismatched clothing, messy hair, forgotten materials, eating). Counselor asks students, “Do I look prepared for class today?”

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Today we are going to discuss study and test taking habits and learn about our habits. Counselor distributes the <i>Study/Test Taking Habits Inventory</i>. 2. Counselor reads the <i>Study/Test Taking Habits Inventory</i> as students follow along and responds to each item. 3. Counselor distributes <i>Study/Test Taking Habits BINGO sheet</i>. Counselor explains that, as each skill is discussed, the students should write the key word, which is in bold 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students get out a pencil, write their name on their sheets and read over the inventory while waiting. 2. Students put an X in the space that best describes their knowledge/use of the skill. Students also join in the discussion. 3. Students write key words on the BINGO sheet in any spot that they wish.
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and underlined in anyone of the squares on their BINGO sheet.	
4. Counselor collects both sheets. The inventory can be shared with teachers or can be kept for comparison for a lesson in grade	4. The students return papers or put them away as instructed.
5. Counselor tells students that the next lesson will be one in which study/test skills will be reviewed by playing Bingo using their Bingo Cards they made.	5. Students listen.

Teacher Follow-Up Activities

Teacher may review the study/test taking strategies as appropriate in class.

Counselor reflection notes (completed after the lesson)

NAME _____

DATE _____

STUDY/TEST TAKING HABITS INVENTORY

Directions: Answer the questions truthfully by placing a checkmark in the appropriate column. Discover how many good study/test taking habits you have. You may surprise yourself!!

	Always	Sometimes	Never
1. I am an active listener and class participant.			
2. I make sure I have enough energy .			
3. I keep an assignment notebook for homework.			
4. I choose a regular time to study .			
5. I have the materials I need before I start.			
6. I prepare for a test at least a few days before I take it.			
7. I find a place with good lighting, a desk and a chair.			
8. I work with no interruptions .			
9. I work steadily without daydreaming.			
10. I take necessary breaks .			
11. I get a good night's rest before a test.			
12. I start my assignments quickly .			
13. I hand in my assignments on time .			
14. I keep a dictionary available .			
15. I check over my work .			
16. I eat a good breakfast on test day.			
17. I read through a chapter of a book and then skim for facts afterwards.			
18. I reward myself after studying.			
19. I take notes .			
20. I listen to the directions .			
21. I ask the teacher for help if I need it.			
22. I do the easiest ones first so I will have more time to spend on the harder ones.			
23. I write neatly and accurately .			

STUDY/TEST TAKING BINGO

NAME: _____

		Free Space		

<p>Unit #1 Title: That’s How You Do It!</p> <p>Lesson Title: BINGO! Lesson: 2 of 2</p> <p>Grade Level: 3</p> <p>Length of Lesson: 30-35 min.</p> <p>Missouri Comprehensive School Counseling Big Idea: AD.4: Applying Skills Needed for Educational Achievement</p> <p>Grade Level Expectations (GLEs): AD.4.A.03: Identify and practice study skills and test taking strategies. AD.4.B.03: Recognize and practice basic time management and organizational skills for assignments and/or task completion.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Academic Development</p>

Materials (include activity sheets and/ or supporting resources)

<p><i>Study/Test Taking Habits Inventor</i> <i>Study/Test Taking BINGO sheet</i> from previous lesson <i>Study/Test Taking BINGO cards</i> (for drawing) Pencils/Markers for each student Optional: Small reward for students</p>

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to refine research. 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspective of others.
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems. 6. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 1: Explain reasoning and identify information used to support decisions. 4. Recognize and practice honesty and integrity in academic work and in the workplace.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations

		and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify study skills and test taking strategies.
 The student will describe the importance of using basic time management and organizational skills for assignment and/or task completion.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

The students will play a game that emphasizes study skills, test taking strategies, basic time management, and organizational skills.
 The students will explain skills and/or the value of performing that skill.

Lesson Preparation

Essential Questions:
 Why do you need study skills?

Engagement (Hook):
 Counselor leads the class in the following song to the tune of *B-I-N-G-O*:

S-T-U-D-Y
S-T-U-D-Y
S-T-U-D-Y
Study is our game-o

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <p>1. Counselor distributes each student’s <i>Study/Test Taking BINGO sheet</i>. (If student was absent during the last lesson, student will get a counselor prepared <i>Study/Test</i></p>	<p>Student Involvement/Instructional Activities:</p> <p>1. Students should get out a pencil, and may read over the sheet while waiting.</p>
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<p><i>Taking BINGO sheet)</i></p> <ol style="list-style-type: none"> 2. Counselor briefly reviews how to play BINGO. “Today’s game is based on the study skills/test taking strategies reviewed in our previous lesson.” 3. Counselor explains that, as each skill is called, the students should mark where they have the key word on their BINGO sheet. 4. As the key words are drawn, students will be asked to provide either a brief description of the skill or a brief explanation of how it can be used. 5. Counselor tells students that, by using these skills consistently, they will all be winners in school. <p>(GAME OPTIONS: You can play several times by having students use different colored markers for each game. Black out, four corners, X or T or L games are also options.</p> <p>Or</p> <p>Students can circle the skill they either need to work on most, or found most helpful, etc.)</p>	<ol style="list-style-type: none"> 2. Students listen 3. Students mark an X when the key words are called. 4. Students provide responses 5. Students listen
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Teacher Follow-Up Activities

Teacher may review the study/test taking strategies as appropriate in class.

Counselor reflection notes (completed after the lesson)

STUDY/TEST TAKING BINGO

NAME: _____

Active Listener	Take Notes	Regular Time to Study	Listen to Directions	Assignment Notebook
Read Through a Chapter	Reward myself	Skim for Facts	Energy	Good Night's Rest
Find a Place	Prepare for a Test	Free Space	Have the Materials	Work with no Interruptions
Check Over My Work	Eat a Good Breakfast	Work Steadily	Ask for Help	Take Necessary Breaks
Write Neatly and Accurately	Keep a Dictionary Available	Assignments on Time	Do Easiest First	Start my Assignments Quickly

Study/Test Taking BINGO cards

Cut these apart for drawing

Active Listener	Take Notes	Regular Time to Study	Listen to Directions	Assignment Notebook
Read Through a Chapter	Reward myself	Skim for Facts	Energy	Good Night's Rest
Find a Place	Prepare for a Test		Have the Materials	Work with no Interruptions
Check Over My Work	Eat a Good Breakfast	Work Steadily	Ask for Help	Take Necessary Breaks
Write Neatly and Accurately	Keep a Dictionary Available	Assignments on Time	Do Easiest First	Start my Assignments Quickly

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: That’s How You Do It! Students will self-assess their study skills, test taking strategies, and basic time management and organizational skills following classroom discussion. Concepts will be reinforced through a BINGO game.		SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 30-35 minutes				
ESSENTIAL QUESTIONS: 1. What skills and strategies help me to complete tasks?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify study skills and test taking strategies.		AD.4.A.03: Identify and practice study skills and test taking strategies. AD.4.B.03: Recognize and practice basic time management and organizational skills for assignments and/or task completion.		RI.3.1 RI.3.4 RF.3.1 RF.3.2 SL.3.1 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6	AD A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK Level – 2 DOK Level - 2
2. The student will describe the importance of using basic time management and organizational skills for assignments and/or task completion.		AD.4.A.03 AD.4.B.03		RI.3.1 RI.3.4 RF.3.1 RF.3.2 SL.3.1 SL.3.6 L.3.1 L.3.2 L.3.3	AD A	DOK Level – 2 DOK Level – 2

				L.3.4 L.3.5 L.3.6	
ASSESSMENT DESCRIPTIONS*:					
The student will self-assess their ability in study skills, test taking strategies, and basic time management and organizational skills.					
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1	See Lessons: Lesson # 1: Help Is On The Way!				
2	Lesson # 2: BINGO!				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1	See Lessons: Lesson # 1: Help Is On The Way!				
2	Lesson # 2: BINGO!				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input checked="" type="checkbox"/> Reading for Meaning (Ls. 1) <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input checked="" type="checkbox"/> Games (Ls. 2) <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input checked="" type="checkbox"/> Assigned Questions (Ls. 1) <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from <http://www.corestandards.org/>

Unit #1 Title: Tick-Tock Goes The Clock	Grade Level: 4
Number of Lessons in Unit: 3	
Time Required for each lesson: 30-40 min. each	
Lesson Titles:	
Lesson # 1: Time Is On My Side!	
Materials and Preparation Suggestions:	
<i>Weekly Time Management Schedule</i> Template (provided)	
<i>Betty's Busy Week</i> (provided)	
Lesson # 2: Time Is On My Side! Again!	
Materials and Preparation Suggestions:	
<i>Weekly Time Management Schedule</i> Template (saved from Lesson 1)	
Case Study: <i>Frantic Fred's Week</i> (provided)	
Blank <i>Weekly Time Management Schedule</i> Template (provided)	
Colored markers in red, yellow, and green	
Lesson # 3: It's Time for Test Skills Rock!	
Materials and Preparation Suggestions:	
<i>Song: Testing Skills Rock</i> (provided)	
<i>Tips and Pointers for Taking Tests</i> (provided)	
<i>Study/Test-Taking Strategies Inventory</i> (provided)	
Missouri Comprehensive School Counseling Big Idea:	
AD.4: Applying Skills Needed for Educational Achievement	
Grade Level Expectations (GLEs):	
AD.4.A.04: Apply study skills and test taking strategies to improve academic achievement. (DOK Level -3)	
AD.4.B.04: Apply basic time management and organizational techniques necessary for assignments and/or task completion. (DOK Level -3)	
American School Counselor Association (ASCA) Mindsets and Behaviors:	
Academic Development	

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to refine research. 6. Discover and evaluate patterns and relationships in information, ideas and structure. 8. Organize data, information and ideas into useful forms.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.

X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	
X Social Studies	7. The use of tools of social science inquiry.
Science	
X Health/Physical Education	2. Principles and practices of physical and mental health.
Fine Arts	

Unit Essential Questions:

What does it mean to use time wisely?
How can I manage my time?
How can I improve my test scores?

Unit Measurable Learning Objectives:

The student will apply two study skills and two test taking strategies used to improve academic achievement.
The student will apply two time management techniques and two organizational techniques necessary for task completion.

Unit Instructional Strategies/Instructional Activities:

Direct (Guided and Shared-Reading Listening, Viewing, Thinking)
 Indirect
 Experiential (Simulations)
 Independent Study
 Interactive Instruction (Brainstorming, Peer Partner Learning, Discussion, Think, Pair, Share, Cooperative Learning, Problem Solving)

Unit Summative Assessment (acceptable evidence):

**Assessment should relate to the performance outcome for goals, objectives and GLEs.
Assessment can be question answer, performance activity, etc.**

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.

Brief Summary of Unit:

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.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Self management and organizational skills

Telling Time

Vocabulary: Venn Diagrams (Definition and Use)

Unit #1 Title: Tick-Tock Goes The Clock	
Lesson Title: Time Is On My Side!	Lesson: 1 of 3
Grade Level: 4	
Length of Lesson: 30-40 min.	
Missouri Comprehensive School Counseling Big Idea: AD.4: Applying Skills Needed for Educational Achievement	
Grade Level Expectations (GLEs): AD.4.A.04: Apply study skills and test taking strategies to improve academic achievement. AD.4.B.04: Apply time management and organizational techniques necessary for assignments and/or task completion.	
American School Counselor Association (ASCA) Mindsets and Behaviors: Academic Development	

Materials (include activity sheets and/ or supporting resources)

<i>Time Management Schedule</i> Template (provided) <i>Betty's Busy Week</i> (provided)
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Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 6. Discover and evaluate patterns and relationships in information, ideas and structure. 8. Organize data, information and ideas into useful forms.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on ways others have prevented or solved problems. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	

X	Social Studies	7. The use of tools of social science inquiry.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health.
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will apply two time management techniques and two organizational techniques necessary for task completion.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

The student will work as a class to develop a weekly time-management schedule based on *Betty's Busy Week*, applying at least two time management techniques.

Lesson Preparation

Essential Questions:

How can I manage my time?

Engagement (Hook):

Read *Betty's Busy Week*. As students, "How can she manage her time with so many activities to complete?"

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <p>1. Counselor introduces the concept of time management:</p> <ul style="list-style-type: none"> a. Scheduled tasks/activities that we have to do (e.g. get out of bed, eat, go to school). b. Unscheduled tasks/activities that we have to do (e.g., chores, homework). c. Tasks/activities that we want to do (e.g., play, watch TV, go to the park). <p>"Trying to fit all of those tasks/activities into a week can be a challenge. Today, we are going to work together to come up with a workable plan for Busy Betty."</p>	<p>Student Involvement/Instructional Activities:</p> <p>1. Students listen.</p>
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<p>2. Each student is given a copy of <i>Betty's Busy Week</i>. Counselor asks students to:</p> <ul style="list-style-type: none"> a) Circle the tasks/activities that are scheduled that Betty must do b) Draw a box around the tasks/activities that are unscheduled that Betty must do c) Put an X in front of those tasks/activities that Betty wants to do <p>3 With students' help, the counselor fills out the weekly schedule for Betty.</p> <p>4. As a closing, have student volunteers to tell one thing they learned from this lesson.</p> <p>5. Counselor can tell the class that in the next lesson they will be working in small groups to develop a weekly schedule for a student named Frantic Fred.</p>	<p>2. Students follow directions given, and check their work with a partner.</p> <p>3. Students offer suggestions for task placement in Busy Betty's schedule.</p> <p>4. As individuals respond, the other students can do a "thumbs up" if that is also something new that they learned from the lesson.</p> <p>5. Students listen.</p>
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Teacher Follow-Up Activities

Teacher encourages/guides students in the use of their planner/agenda.

Counselor reflection notes (completed after the lesson)

BETTY'S BUSY WEEK

Betty is **VERY** busy (just like **YOU**)! She is a 4th grade student, and has many activities each week.

This week, here are all of the activities on Betty's "To Do" list:

Piano practice (Monday from 4-5 p.m.)

Birthday Party (Saturday from 1-4 p.m.)

Girl Scouts (Thursday from 7-8:30 p.m.)

Spelling Test (Friday)

Church School (Wednesday from 6:30-7:30 p.m.)

Book Report (due on Monday)

Daily chores that take 30 minutes

See a new movie (comes out on Monday; shows from 5-7 p.m.)

Additional Information about Betty:

School is from 8 a.m. until 3 p.m.

She must be at the bus stop at 7:30 a.m.

Bedtime is 9 p.m.

Don't forget to eat!



Name: _____

Date: _____

WEEKLY TIME MANAGEMENT SCHEDULE

TIME/DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
5:00 a.m.							
6:00 a.m.							
7:00 a.m.							
8:00 a.m.							
9:00 a.m.							
10:00 a.m.							
11:00 a.m.							
12:00 noon							
1:00 p.m.							
2:00 p.m.							
3:00 p.m.							
4:00 p.m.							
5:00 p.m.							
6:00 p.m.							
7:00 p.m.							
8:00 p.m.							
9:00 p.m.							
10:00 p.m.							
11:00 p.m.							

<p>Unit #1 Title: Tick-Tock Goes The Clock</p> <p>Lesson Title: Time Is On My Side! AGAIN! Lesson: 2 of 3</p> <p>Grade Level: 4</p> <p>Length of Lesson: 30-40 min.</p> <p>Missouri Comprehensive School Counseling Big Idea: AD.4: Applying Skills Needed for Educational Achievement</p> <p>Grade Level Expectations (GLEs): AD.4.A.04: Apply study skills and test taking strategies to improve academic achievement. AD.4.B.04: Apply time management and organizational techniques necessary for assignments and/or task completion.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Academic Development</p>

Materials (include activity sheets and/ or supporting resources)

<p><i>Weekly Time Management Schedule</i> Template (saved from Lesson 1) Case Study: <i>Frantic Fred's Week</i> (provided) Blank <i>Weekly Time Management Schedule</i> Template (provided) Colored markers in red, yellow and green</p>
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Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>1. Develop questions and ideas to initiate and refine research. 6. Discover and evaluate patterns and relationships in information, ideas and structure. 8. Organize data, information and ideas into useful forms.</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>3. Exchange information, questions and ideas while recognizing the perspectives of others.</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on ways others have prevented or solved problems. 7. Evaluate the extent to which a strategy addresses the problem.</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.</p>

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts
	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics

X	Social Studies	7. The use of tools of social science inquiry.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health.
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will apply two time management techniques and two organizational techniques necessary for task completion.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

The students will work in small groups to develop a weekly time management schedule based on case study *Frantic Fred's Week*, applying two time management techniques and two organizational techniques.

Lesson Preparation

Essential Questions:

How can I manage my time?

Engagement (Hook):

Counselor posts the class-generated schedule for Betty and encourages student reflections about process they used to develop a daily/weekly schedule for Betty.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Following the hook the counselor asks students to describe the schedule created for Betty. 2. Counselor reviews the elements of planning and time management: <ol style="list-style-type: none"> a. Scheduled tasks/activities that we have to do b. Unscheduled tasks/activities that we have to do 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students listen. 2. Students listen.
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<p>c. Tasks/activities that we want to do “Trying to fit all of those tasks/activities into a week can be a challenge, as we have seen. Today, you are going to work in small groups to come up with a workable plan for Frantic Fred.”</p> <p>3. Divide students into groups of 4. Each group is given the case study Frantic Fred. Counselor asks students to first color-code the activities:</p> <ul style="list-style-type: none"> a. Tasks/activities that are scheduled that Fred must do (blue) b. Tasks/activities that are unscheduled that Fred must do (red) c. Tasks/activities that Fred wants to do (green) <p>4. Counselor instructs groups to create a schedule for Fred by using the color coded activities.</p> <p>5. After 15 minutes, bring the groups together to discuss results. Counselor compiles a master schedule for Fred based on the groups’ results.</p> <p>6. As a closing, have student volunteers tell one thing that they learned from this lesson.</p>	<p>3. Students follow directions given, and work with their group.</p> <p>4. Students complete task in groups.</p> <p>5. Groups explain their schedules for Fred.</p> <p>6. Students offer suggestions, with others giving <i>thumbs up</i> if they also learned the lessons cited.</p>
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Teacher Follow-Up Activities

Teacher guides students in the use of their planners/agenda.
For extra credit, students may write list of those new skills that they learned in the lessons, and how they plan to put them to use.

Counselor reflection notes (completed after the lesson)

CASE STUDY FRANTIC FRED'S WEEK

Fred is frantic because he has so much to do! He is a 4th grade student, and has many activities each week.

This week, here are all of the activities on Fred's "To Do" list:

Soccer practice (Monday and Wednesday 4-5 p.m.)

Soccer games (Saturday 9:00-10:00 a.m., and 1:00-2:00 p.m.)

4-H meeting (Monday 7-8:30 p.m.)

Math Test (Thursday)

Church School (Wednesday 6:30-7:30 p.m.)

Social Studies Project (due on Monday)

Daily chores that take 30 minutes

Wants to get to a new level on his video game before he sees his cousin on Sunday

Additional information about Fred:

School is from 8:00 a.m. until 3:00 p.m.

He must be at the bus stop at 7:00 a.m.

Bedtime is 9:00 p.m.

His mom insists that the family always eat dinner together.

Name: _____

Date: _____

WEEKLY TIME MANAGEMENT SCHEDULE

TIME/DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
5:00 a.m.							
6:00 a.m.							
7:00 a.m.							
8:00 a.m.							
9:00 a.m.							
10:00 a.m.							
11:00 a.m.							
12:00 noon							
1:00 p.m.							
2:00 p.m.							
3:00 p.m.							
4:00 p.m.							
5:00 p.m.							
6:00 p.m.							
7:00 p.m.							
8:00 p.m.							
9:00 p.m.							
10:00 p.m.							
11:00 p.m.							

Unit #1 Title: Tick –Tock Goes The Clock	
Lesson Title: It’s Time for Test Skills Rock!	Lesson: 3 of 3
Grade Level: 4	
Length of Lesson: 30-40 min.	
Missouri Comprehensive School Counseling Big Idea: AD.4: Applying Skills Needed for Educational Achievement	
Grade Level Expectations (GLEs): AD.4.A.04: Apply study skills and test taking strategies to improve academic achievement. AD.4.B.04: Apply time management and organizational techniques necessary for assignments and/or task completion.	
American School Counselor Association (ASCA) Mindsets and Behaviors: Academic Development	

Materials (include activity sheets and/ or supporting resources)

<p><i>Song: Testing Skills Rock</i> (provided) <i>Tips and Pointers for Taking Tests</i> (provided) <i>Study/Test-Taking Strategies Inventory</i> (provided)</p>
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Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	<p>Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 6. Discover and evaluate patterns and relationships in information, ideas and structure. 8. Organize data, information and ideas into useful forms.</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.</p>
X	<p>Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on ways others have prevented or solved problems. 7. Evaluate the extent to which a strategy addresses the problem.</p>
X	<p>Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.</p>

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.

	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health.
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will apply two study skills and two test taking strategies used to improve academic achievement.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

The student will take an inventory to assess their ability to apply study and test taking skills.

Lesson Preparation

Essential Questions:

How can I improve my test scores?

Engagement (Hook):

Counselor comes into the classroom humming the tune of Jingle Bell Rock. Counselor distributes copies of the *Testing Skills Rock* song sheet. Counselor and students sing *Testing Skills Rock*.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Counselor instructs the students to identify and underline test-taking skills mentioned in the song. 2. Counselor distributes <i>Tips and Pointers for Taking Tests</i>. The counselor pairs students up to discuss why these tips are important (5 minutes). 3. Counselor reminds students that in previous lessons they reviewed/learned tips for 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students identify and underline the test taking skills mentioned in the song. 2. Students discuss with their partner why these tips are important. Students will share their thoughts with the group. 3. Students listen.
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<p>studying, time management and organization. Now it's time for them to think about their own skills in these areas, and indicate their ability level.</p> <p>4. Counselor distributes the <i>Study/Test-Taking Strategies Inventory</i> and students self-assess their usage of the strategies, and then write a TO DO list on the back indicating skills that need to be further developed. Collect the completed inventories, and after a quick check of each student's self-assessment, completed <i>Inventory</i> sheet may be filed in the student's Portfolio. (OPTIONAL: Counselor tells students that these will be revisited in grade 5 for comparison and assessment of growth.)</p>	<p>4. Students complete the self-assessment and write a TO DO list on the backside of the inventory sheet for skills that need to be further developed. Some students will share their TO DO list with the class.</p>
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Teacher Follow-Up Activities

The teacher encourages/guides students in the use of the tips and pointers for test taking and study skills and in the use of a planner/agenda.

Counselor reflection notes (completed after the lesson)

TESTING SKILLS ROCK!

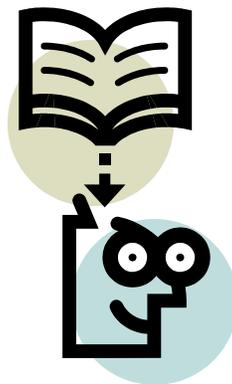
(Sung to the tune of Jingle Bell Rock)

Written by: Shari Sevier

Testing skills, testing skills, testing skills rock
All these great ways to beat the clock.
Listening and following directions to be
As prepared as I should be.

Testing skills, testing skills, testing skills rock
Rested and fed so there's no brain-block
Skim the test first, looking for all the cues
These are ways to cure test blues.

Testing skills, testing skills, testing skills rock
Taking my time...who cares 'bout the clock?
Stay calm and focused, I know it all well
My results will ring the bell!



TIPS AND POINTERS FOR TAKING TESTS

1. Be rested, well fed, and prepared (pencils, pens, materials).
2. Use complete sentences when answering questions.
3. Read the entire question, and all possible answers, carefully.
4. Underline or circle key words.
5. Make your best guess only when you don't know.
6. Eliminate the obvious wrong answers first.
7. Make an outline before starting.
8. Do easiest questions first.
9. Keep your first answer unless you are POSITIVE it's wrong.
10. Look for words like "always," "never," "none," etc. They are often false.
11. Look for words like "sometimes," "usually," "often," etc. They are often true.
12. Check your work before handing it in.
13. Check your grammar, spelling, and punctuation.
14. Keep trying until the test is finished.
15. Make an outline that includes key words/phrases to organize your thoughts.
16. Use memory cues to learn facts.
17. Don't leave any answers blank.



NAME _____ DATE _____

STUDY/TEST TAKING STRATEGIES INVENTORY

Directions: Answer the questions truthfully by placing a checkmark in the appropriate column.

	Always	Sometimes	Never
1. I am an active listener and class participant.			
2. I use clues from other questions to help me answer harder questions.			
3. I keep an assignment notebook for homework.			
4. I choose a regular time to study.			
5. I have the materials I need before I start.			
6. I prepare for a test at least a few days before I take it.			
7. I review for tests by quizzing myself and asking others to quiz me.			
8. I do the easiest questions first.			
9. I work steadily without daydreaming.			
10. I take necessary breaks.			
11. I get a good night's rest before a test.			
12. I start my assignments quickly.			
13. I complete and hand in my assignments on time.			
14. I use memory cues to learn facts for a test.			
15. I check over papers or tests for errors.			
16. I eat a good breakfast on test day.			
17. I skim through a chapter of a book before I read and study it.			
18. I carefully read all of the choices before answering a multiple-choice question.			
19. I take notes.			
20. I read all of the directions before starting the test.			
21. I ask the teacher for help if I don't understand.			
22. I make sure I answer all parts of every question.			
23. I write neatly and accurately.			
24. I always make sure to write my name on my paper first!			

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.

				L.4.6 W.4.1 W.4.4		
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)					
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2	See Lessons: Lesson # 1: Time Is On My Side! Lesson # 2: Time Is On My Side! Again! Lesson # 3: It's Time for Test Skills Rock!					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2	See Lessons: Lesson # 1: Time Is On My Side! Lesson # 2: Time Is On My Side! Again! Lesson # 3: It's Time for Test Skills Rock!					
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1-2-3)	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations (Ls. 1-2) <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 1-2) <input checked="" type="checkbox"/> Peer Partner Learning (Ls. 1-2) <input checked="" type="checkbox"/> Discussion (Ls. 1-2-3) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 1-2-3) <input checked="" type="checkbox"/> Cooperative Learning (Ls. 1-2) <input type="checkbox"/> Jigsaw	

				<input type="checkbox"/> Learning Centers	<input checked="" type="checkbox"/> Problem Solving (Ls. 1-2) <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
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UNIT RESOURCES:
 Common Core State Standards (CCSS), accessed May 17, 2013, from <http://www.corestandards.org/>

Unit #1 Title: Successful Students!	Grade Level: 5
Number of Lessons in Unit: 2	
Time Required for each lesson: 30-40 minutes each	
Lesson Titles:	
Lesson # 1: Dear Sassy Successful Student	
Materials and Preparation Suggestions:	
Dear Sassy Letters (provided)	
Self-assessment (provided)	
Lesson # 2: My Time to Shine!	
Materials and Preparation Suggestions:	
<i>Time Management Template</i> (provided)	
<i>My Busy Week Sheet</i> (provided)	
Glass Cup (approximately 2 cup clear measuring glass)	
Enough garden rocks to fill up the measuring glass	
Dry corn or beans (1 cup)	
Sand (1 cup)	
Bottled water	
Missouri Comprehensive School Counseling Big Idea:	
AD.4: Applying Skills Needed for Educational Achievement	
Grade Level Expectations (GLEs):	
AD.4.A.05: Demonstrate study skills and test taking strategies to enhance academic achievement. (DOK Level - 3)	
AD.4.B.05: Demonstrate ability to complete assignments and/or tasks accurately within a specified time frame. (DOK Level - 3)	
American School Counselor Association (ASCA) Mindsets and Behaviors:	
Academic Development	

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to refine research. 6. Discover and evaluate patterns and relationships in information, ideas and structure. 8. Organize data, information and ideas into useful forms.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on ways others have prevented or solved problems.

	7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	
X Social Studies	7. The use of tools of social science inquiry.
Science	
X Health/Physical Education	2. Principles and practices of physical and mental health.
Fine Arts	

Unit Essential Questions:

What does it mean to be a successful student? What qualities does a successful student possess?
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Unit Measurable Learning Objectives:

The student will name three study skills strategies and three test taking strategies to enhance academic achievement. The student will name three methods/strategies for completing assignments on time.

Unit Instructional Strategies/Instructional Activities:

<input checked="" type="checkbox"/> Direct (Demonstrations, Guided & Shared) <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential (Simulations, Role-playing, Surveys) <input type="checkbox"/> Independent Study <input checked="" type="checkbox"/> Interactive Instruction (Brainstorming, Peer Partner Learning, Discussion, Problem Solving)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. The student will self-assess his/her current abilities in study and test taking strategies via a written self-assessment. The student will create a personal weekly time management schedule.
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Brief Summary of Unit:

Students will create a personal weekly time management schedule. Students will self-assess their current abilities in study and test taking strategies and compare current year with previous year's assessment.
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What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Study skills and test taking strategies, time management and organizational techniques

<p>Unit 1 Title: Successful Students!</p> <p>Lesson Title: Dear Sassy Successful Student Lesson: 1 of 2</p> <p>Grade Level: 5</p> <p>Length of Lesson: 30-40 min.</p> <p>Missouri Comprehensive School Counseling Big Idea: AD.4: Applying Skills Needed for Educational Achievement</p> <p>Grade Level Expectation (GLE): AD.4.A.05: Demonstrate study skills and test taking strategies to enhance academic achievement.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Academic Development</p>
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Materials (include activity sheets and/ or supporting resources)

<p><i>Dear Sassy Successful Student letters</i>—attached <i>Self-Assessment</i>--attached</p>

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>1. Develop questions and ideas to initiate and refine research.</p> <p>6. Discover and evaluate patterns and relationships in information, ideas and structure.</p> <p>8. Organize data, information and ideas into useful forms.</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>3. Exchange information, questions and ideas while recognizing the perspectives of others.</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>1. Identify problems and define their scope and elements.</p> <p>3. Develop and apply strategies based on ways others have prevented or solved problems.</p> <p>7. Evaluate the extent to which a strategy addresses the problem.</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions.</p> <p>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.</p>

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts
X	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics
X	Social Studies
	7. The use of tools of social science inquiry.

	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health.
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will name three study skill strategies and three test taking strategies to enhance academic achievement.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.

The student will self-assess his/her ability to utilize study and test taking skills via a written inventory.

Lesson Preparation

Essential Questions:
 What study and test taking skills do students utilize to be successful?

Engagement (Hook):
 How many of you have heard of an advice column in a magazine or newspaper? What do all of these columnists have in common?

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> Counselor lists responses to engagement question from students, leading to the fact that these people all give advice. Counselor divides class into groups of 3 or 4. Each group is given a request for advice letter. Counselor tells the class that each group has two tasks: 1) to come up with helpful study strategies for the letter writer; 2) to come up with a creative way for their group to present their advice. 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students participate by suggesting answers to questions. Students listen/participate. Students work in small groups on assigned tasks. Student groups make presentations.
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4. Counselor asks for volunteer students to tell one important thing that they learned about study skills during the lesson.	4. Students share their thoughts.
5. Counselor hands out the study skills self-assessment to all students.	5. Students complete self-assessment.
6. Counselor gives students a chance to discuss their study skills self-assessment. Students will keep these assessments in their portfolios for review in 6 th Grade.	6. Students discuss their self-assessment. Students take their self-assessment home and put it in their portfolios in a safe place for review in 6 th Grade.

Teacher Follow-Up Activities

Teacher will encourage/guide students in the use of their test taking and study skills, as well as in the use of their planner/agenda.

Counselor reflection notes (completed after the lesson)

NAME _____

DATE _____

STUDY/TEST TAKING STRATEGIES INVENTORY

Directions: Answer the questions truthfully by placing a checkmark in the appropriate column.

	Always	Sometimes	Never
1. I am an active listener and class participant.			
2. I use clues from other questions to help me answer harder questions.			
3. I keep an assignment notebook for homework.			
4. I choose a regular time to study.			
5. I have the materials I need before I start.			
6. I prepare for a test at least a few days before I take it.			
7. I review for tests by quizzing myself and asking others to quiz me.			
8. I do the easiest questions first.			
9. I work steadily without daydreaming.			
10. I take necessary breaks.			
11. I get a good night's rest before a test.			
12. I start my assignments quickly.			
13. I complete and hand in my assignments on time.			
14. I use memory cues to learn facts for a test.			
15. I check over papers or tests for errors.			
16. I eat a good breakfast on test day.			
17. I skim through a chapter of a book before I read and study it.			
18. I carefully read all of the choices before answering a multiple-choice question.			
19. I take notes.			
20. I read all of the directions before starting the test.			
21. I ask the teacher for help if I don't understand.			
22. I make sure I answer all parts of every question.			
23. I write neatly and accurately.			
24. I always make sure to write my name on my paper first!			

Dear Sassy,

My teacher gives my class lots of essay and constructed response questions that have lots of parts. I never do very well on these questions. I always miss something. What are some things that I can do to answer these questions better?

Signed,
Missing Parts

Dear Sassy,

My teacher has multiple-choice questions that I have to answer. I always get confused with the choices. There always seems to be at least two good answers. Is there an easy way to figure out the answer?

Signed,
Confused

Dear Sassy,

I never do very well on true/false questions. Do you have any tips so I can do better? I always question my first choice, and it scares me.

Signed,
Scared of T/F

Dear Sassy,

I never feel prepared for a test, even though I studied the night before. What can I do to feel better prepared for the test?

Signed,
Feeling Unprepared

Dear Sassy,

I go home after school and try to do my homework. Even though I start my homework as soon as I get home, it still takes me until after supper to be finished. My friends say they get their homework done in an hour. What can I do differently?

Signed,

Forever With Homework

Dear Sassy,

When I try to complete my classroom assignments, I always get confused as to what I'm supposed to do. How can I do better remembering what the teacher told me to do?

Signed,

Forgetful

Dear Sassy,

I want to be a good student but no matter how hard I try, I still cannot get good grades. What are some things I can do to become a better student?

Signed,

Striving for Success

<p>Unit #1 Title: Successful Students!</p> <p>Lesson Title: My Time to Shine! Lesson: 2 of 2</p> <p>Grade Level: 5</p> <p>Length of Lesson: 30-40 min.</p> <p>Missouri Comprehensive School Counseling Big Idea: AD.4: Applying Skills Needed for Educational Achievement</p> <p>Grade Level Expectation (GLE): AD.4.B.05: Demonstrate ability to complete assignments and/or tasks accurately within a specified time frame.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Academic Development</p>

Materials (include activity sheets and/ or supporting resources)

<p>Visual template and Paper copies of a <i>Weekly Time Management Schedule</i>—attached <i>Your Busy Week Sheet</i>--attached Glass Cup (approximately 2 cup clear measuring glass) Enough garden rocks to fill up the measuring glass Dry corn or beans (1 cup) Sand (1 cup) Bottled water</p>
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Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 6. Discover and evaluate patterns and relationships in information, ideas and structure. 8. Organize data, information and ideas into useful forms.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on ways others have prevented or solved problems. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health.
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will name three methods/strategies for completing assignments on time.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.

The student will work individually to develop a personal weekly time management schedule for use.

Lesson Preparation

Essential Questions:
 Why are time management and organizational skills important for students to be successful?
 What types of time management and organizational skills do successful students utilize?

Engagement (Hook):
 Counselor brings the items listed in material list into the classroom and asks the students if they think the counselor can fit all of these items into the glass without it overflowing.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. The counselor enters the classroom and asks the students if the counselor can fit all of the items into the glass? 2. Counselor asks the students in what order they think that they can get all of these items to fit into the glass.	1. Students offer responses. 2. Two or three students volunteer to respond to this question.

<p>3. Counselor asks what do you think the first thing is that you should put in? Second thing? Third thing?</p> <p>4. Counselor will put the sand in first, then the corn, and then the rocks.</p> <p>5. Counselor will say that “As you can tell not all of the rocks will fit in and neither will the water.”</p> <p>6. Counselor then starts putting the ingredients in the order that they will fit into the glass (rocks, grain, sand, water). Counselor will have to shake the glass to make it all fit. Counselor will say “Sometimes we have to shake things up (adjust) in order to get them all to fit.”</p> <p>7. Counselor will hand out “<i>Your Busy Week</i>” worksheet.</p> <p>8. Counselor reviews the concept of time management.</p> <p>a. Scheduled tasks/activities that we have to do</p> <p>b. Unscheduled tasks/activities that we have to do</p> <p>c. Tasks/activities that we want to do “Trying to fit all of those tasks/activities into a week can be a challenge. Today, you will develop your own personal time schedule for the next week.”</p> <p>9. Counselor asks students to brainstorm their activities and responsibilities for a typical week and record them on the “Your Busy Week” handout.</p> <p>10. Counselor passes out weekly schedule and helps students fill in their weekly schedule.</p> <p>11. As a closing, have student volunteers tell one thing that they learned from this lesson.</p>	<p>3. Students raise their hands and give their guesses.</p> <p>4. Students will observe the counselor putting the different ingredients in.</p> <p>5. N/A</p> <p>6. Students will observe the counselor putting the different ingredients in.</p> <p>7. Students receive the “Your Busy Week” worksheet.</p> <p>8. Students listen.</p> <p>9. Students follow directions given.</p> <p>10. Students fill out the “Your Busy Week” handout. Students receive and complete their weekly schedule.</p> <p>11. As individuals respond, the other students can do thumbs up if that is something new that they learned from the lesson.</p>
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Teacher Follow-Up Activities

Teacher encourages/guides students in the use of their planner/agenda.

Counselor reflection notes (completed after the lesson)

NAME: _____ DATE: _____

YOUR BUSY WEEK

Scheduled Things I Must Do:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Unscheduled Things I Must Do:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Things I Want To Do:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Name: _____

Date: _____

WEEKLY SELF-MANAGEMENT SCHEDULE

TIME/DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
5:00 a.m.							
6:00 a.m.							
7:00 a.m.							
8:00 a.m.							
9:00 a.m.							
10:00 a.m.							
11:00 a.m.							
12:00 noon							
1:00 p.m.							
2:00 p.m.							
3:00 p.m.							
4:00 p.m.							
5:00 p.m.							
6:00 p.m.							
7:00 p.m.							
8:00 p.m.							
9:00 p.m.							
10:00 p.m.							
11:00 p.m.							

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: Successful Students! Students will create a personal weekly time management schedule. Students will self-assess their current abilities in study and test taking strategies and compare current year with previous year’s assessment.		SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS: 1. What does it mean to be a successful student? 2. What qualities does a successful student possess?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will name three study skills strategies and three test taking strategies to enhance academic achievement.		AD.4.A.05: Demonstrate study skills and test taking strategies to enhance academic achievement. AD.4.B.05: Demonstrate ability to complete assignments and/or tasks accurately within a specified time frame.		RF.5.3 RF.5.4 SL.5.1 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	AD A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK Level - 3 DOK Level - 3
2. The student will name three methods/strategies for completing assignments on time.		AD.4.A.05 AD.4.B.05		RF.5.3 RF.5.4 SL.5.1 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	AD A	DOK Level - 3 DOK Level - 3

ASSESSMENT DESCRIPTIONS*:					
The student will self-assess their current abilities in study and test taking strategies via a written self-assessment. The student will create a personal weekly time management schedule.					
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1	See Lessons: Lesson # 1: Dear Sassy Successful Student				
2	Lesson # 2: My Time to Shine!				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1	See Lessons: Lesson # 1: Dear Sassy Successful Student				
2	Lesson # 2: My Time to Shine!				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input checked="" type="checkbox"/> Demonstrations (Ls. 1-2) <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1-2)	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations (Ls. 2) <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing (Ls. 1) <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 1) <input checked="" type="checkbox"/> Peer Partner Learning (Ls. 1) <input checked="" type="checkbox"/> Discussion (Ls. 1-2) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 1) <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from <http://www.corestandards.org/>

Unit # 1 Title: The Successful Student

Grade Level: 6-8

Number of Lessons in Unit: 4

Time Required for each lesson: 45 minutes

Lesson Titles:

Grade 6:

Lesson 1 Picturing the Successful Student

Materials and special preparation:

Markers and tape

Handout “*Characteristics/Qualities of a Successful Student*” (1 for each student group)

Lesson 2 What’s Your Style?

Materials and special preparation:

Learning style inventory or other tool to help students find their best method of learning.

<http://www.berghuis.co.nz/abiator/lsi/lsiframe.html> is one free resource on the website of Abiators Online Learning Style. This web site includes assessments that may be completed and scored on line. Assessments include learning style, multiple intelligences and critical thinking style. In addition to assessments, the site includes strategies appropriate for each learning style. The vocabulary of the assessments is appropriate for a wide range of reading levels – for readers who are not yet fluent, the assessments may be read to the learner.

Grade 7:

Lesson 3 Let’s Review for Better Achievement

Materials and special preparation:

Sam the Slacker Story

Sample page from a personal planner (or use an assignment book, calendar, or a handheld device)

Study Skills Tips Handout

Test-Taking Tips Handout

Skill Cards Worksheets (you will need copies of all three worksheets for each group you plan on having: then cut and bundle the skill cards for distribution to each group)

Blank Time Management Skills, Study Skills and Test-Taking Skills Worksheets (you will need copies of all three blank worksheets for distribution to each group.)

Counselor Resource for Categorizing Skills

Grade 8:

Lesson 4 Just Checking

Materials and special preparation:

Introduction

<p><i>Just Checking Checklist-Goal-Setting Sheet for backside</i> <i>Tips for Setting Goals Information Sheet</i> Effective Management System Tips Information Sheet Counselor may wish to provide sample assignment book page, calendar page, or palm pilot screen from school’s adopted management system</p> <p>Missouri Comprehensive School Counseling Big Idea: AD.4 Applying Skills Needed for Educational Achievement</p> <p>Grade Level Expectations (GLEs): AD.4.A.06: Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources. (DOK - 3) AD.4.B.06: Develop and practice a self-management system to promote academic success. (DOK - 4) AD.4.A.07: Demonstrate and refine study skills and test-taking strategies utilizing available academic resources. (DOK - 3) AD.4.B.07: Demonstrate and refine a self –management system to promote academic success. (DOK - 3) AD.4.A.08: Consistently apply a system of study skills and test-taking strategies to promote academic success. (DOK - 4) AD.4.B.08: Consistently apply a self-management system to promote academic success. (DOK - 4)</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Academic Development</p>

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 4. Use technological tools and other resources to locate, select and organize information 6. Discover and evaluate patterns and relationships in information, ideas, and structures. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one’s experience in preventing or solving

	<p>problems</p> <p>4. Evaluate the processes used in recognizing and solving problems</p> <p>7. Evaluate the extent to which a strategy addresses the problem</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions</p> <p>4. Recognize and practice honesty and integrity in academic and in the workplace</p> <p>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</p> <p>6 Identify tasks that require a coordinated effort and work with others to complete those tasks</p>

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	Reading, writing, discussion, evaluating information
	Mathematics	
X	Social Studies	Relationships of individuals and groups; social inquiry
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

<p>What does a successful student look like?</p> <p>What choices do you make that impact your success as a student?</p> <p>Why don't we all learn the same way on the same day?</p>

Unit Measurable Learning Objectives:

<p>The student will describe five qualities and/or characteristics of a successful student.</p> <p>The student will write a paragraph describing his/her individual learning style and cite three ways his/her academic achievement can improve using learning style strategies.</p> <p>The student will identify two or more skills in the categories of study skills, test-taking skills, and self-management skills.</p> <p>The student will develop two academic success goals and three action steps that can be utilized to accomplish each goal.</p>

Unit Instructional Strategies/Instructional Activities:

<p><input checked="" type="checkbox"/> Direct (Structured Overview, Explicit Teaching, Compare & Contrast, Guided & Shared)</p> <p><input checked="" type="checkbox"/> Indirect (Problem Solving, Case Studies, Reflective Discussion, Concept Mapping)</p> <p><input checked="" type="checkbox"/> Experiential (Surveys)</p> <p><input checked="" type="checkbox"/> Independent Study (Essays, Learning Contracts)</p> <p><input checked="" type="checkbox"/> Interactive Instruction (Brainstorming, Discussion, Think, Pair Share, Cooperative Learning, Problem Solving)</p>
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Unit Summative Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLEs.</p> <p>Assessment can be question answer, performance activity, etc.</p> <p><i>Getting Your Grades Together</i> survey and performance activity. Summative Assessment will</p>

take place during the 8th grade lesson. Learners will assess their own study skills via the *Getting Your Grades Together* survey. After assessing their skills, students will write an essay describing their plans for applying what they have learned in middle school to high school work. Essays will include the following elements: Discussion of strengths and limitations in the areas of: Time Management Skills, Study Skills, and Test-taking Skills and the steps to personal success in each skill area. This will be a formal essay and follow the conventions of standard English. To add interest, essay may be written as a letter to self.

Brief Summary of Unit:

Students will participate in group discussions involving time management skills, study skills, learning styles, goal-setting, and test-taking strategies.

6th Grade lessons include strategies that help students explore the characteristics and skills of successful learners and strategies designed to help students identify their learning styles.

7th Grade lesson is designed to help students become familiar with the purposes Time Management Skills, Study Skills and Test-taking Skills.

8th Grade: As a summative activity, students will evaluate their current management, study, and test-taking skills using the survey and performance activity, *Getting Your Grades Together*.

NOTE: The counselor/instructor has some latitude with this unit. Some may wish to use *Getting Your Grades Together* for pre- and post-assessment. Others may wish to introduce this activity at the beginning of 6th grade and again at the conclusion of 8th grade. Still others may use this survey throughout the middle school process. The short-answer and essay questions are designed for the post-test phase at the end of 8th grade, but may be omitted when using the survey for earlier grades.

The counselor/instructor may want to use the survey information to work with at-risk students to discuss student perceptions versus student performance.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Basic working vocabulary related to time management skills, study skills, and test-taking skills.

Unit #1 Title: The Successful Student	
Lesson Title: Picturing the Successful Student	Lesson #: 1 of 4
Grade Level: 6	
Length of Lesson: 45 min.	
Missouri Comprehensive School Counseling Big Idea: AD.4 Applying Skills Needed for Educational Achievement	
Grade Level Expectations (GLEs): AD.4.A.06: Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources. AD.4.B.06: Develop and practice a self-management system to promote academic success.	
American School Counselor Association (ASCA) Mindsets and Behaviors: Academic Development	

Materials (include activity sheets and/ or supporting resources)

Markers and tape Handout “ <i>Characteristics/Qualities of a Successful Student</i> ” (1 for each student group)

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works. 6. Discover and evaluate patterns and relationships in information, ideas and structures 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation.
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

	5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals
	6. Identify tasks that require a coordinated effort and work with others to complete those tasks

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	Writing, evaluating information
	Mathematics	
X	Social Studies	Relationships of individuals and groups
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will describe five qualities and/or characteristics of a successful student.
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Lesson Formative Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLEs.</p> <p>Assessment can be question answer, performance activity, etc.</p> <p>Learners will work in cooperative-learning groups to identify the characteristics of a successful learner. Students will identify at least five characteristics that will be most helpful for them.</p>
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Lesson Preparation

<p>Essential Questions:</p> <p>What does a successful student look like?</p> <p>Engagement (Hook):</p> <p>What does a successful student look like?</p>

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>NOTE: Counselor/Instructor actively encourages participation by all students and monitors student participation making note of those who do not participate. These students may be candidates for Responsive Services, e.g., small groups focusing on participation skills.</p> <ol style="list-style-type: none"> 1. Pose the following question: “What does a successful student look like?” Point out that being a successful student requires more than “looking” successful. 2. Divide students into groups and assign group member responsibilities. Give the following instructions: “Brainstorm the qualities/ characteristics of a successful student. The group recorder will write those qualities on the handout “<i>Characteristics of a Successful Student.</i>” Monitor the progress of the group and check for cooperative behavior. 3. As the students share the results of their group work, the counselor/instructor or assigned student will write the characteristics of the successful student on the chart paper. 4. Pose the questions “What one characteristic stands out as being potentially helpful for you? How might you incorporate the characteristic into your actions?” 5. During the next lesson you will analyze your learning style: how, when, where, you learn the best. Between now and then, be aware of the choices you make about where to study. 	<ol style="list-style-type: none"> 1. Class discussion 2. Students work on the project in cooperative groups of four. Assign roles: Recorder, Encourager, Monitor and Reporter. 3. Students share results with the rest of the class. 4. Students identify characteristics and give an example of when and/or how the characteristic will be used. Have students write which characteristics will be the most beneficial to them and how they will use this characteristic to improve their academic success. 5. Students reflect on choices made.

Teacher Follow-Up Activities

Counselor/instructor posts the chart with the characteristics of the successful student in the classroom.
The teacher will reinforce the qualities/characteristics of a successful student periodically throughout the year.
The teacher/counselor/students will add at least quarterly other qualities/characteristics to the chart as the year progresses.

Counselor reflection notes (completed after the lesson)

Characteristics/Qualities of a Successful Student

Your group will brainstorm qualities of a successful student. Write the qualities below and be ready to share with the class.

1: _____

2. _____

3: _____

4: _____

5: _____

6: _____

7: _____

8: _____

9: _____

10: _____

Unit #1 Title: The Successful Student	
Lesson Title: What’s Your Style?	Lesson #: 2 of 4
Grade Level: 6	
Length of Lesson: 45 min.	
Missouri Comprehensive School Counseling Big Idea: AD.4 Applying Skills Needed for Educational Achievement	
Grade Level Expectations (GLEs): AD.4.A.06: Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources. AD.4.B.06: Develop and practice a self-management system to promote academic success.	
American School Counselor Association (ASCA) Mindsets and Behaviors: Academic Development	

Materials (include activity sheets and/ or supporting resources)

<p>Learning style inventory or other tool to help students find their best method of learning.</p> <p>Learning Style resources are readily available, either in print or online. It may be that the school district is using a learning styles inventory; if so, using the information gained from prior inventories will help students understand the inter-connectedness of the district’s Comprehensive School Counseling Program and other curriculum areas.</p> <p>http://www.berghuis.co.nz/abiator/lsi/lsiframe.html is one free resource (this is just one example) on the website of Abiators Online Learning Style. This web site includes assessments that may be completed and scored on line. Assessments include learning style, multiple intelligences and critical thinking style. In addition to assessments, the site includes strategies appropriate for each learning style. The vocabulary of the assessments is appropriate for a wide range of reading levels – for readers who are not yet fluent, the assessments may be read to the learner.</p>
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Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	<p>Goal 1: Gather, analyze and apply information and ideas.</p> <p>1 develop questions and ideas to initiate and refine research</p> <p>6. Discover and evaluate patterns and relationships and information, ideas and structures.</p> <p>7. Evaluate the accuracy of information and the reliability of its sources.</p> <p>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation.</p> <p>10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.</p>
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X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</p> <p>3. Exchange information, questions and ideas while recognizing the perspectives of others</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>1. Identify problems and define their scope and elements</p> <p>2. Develop and apply strategies based on ways others have prevented or solved problems</p> <p>7. Evaluate the extent to which a strategy addresses the problem</p>
X	<p>Goal 4: Make decisions and act as responsible members of society.</p> <p>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</p> <p>6. Identify tasks that require a coordinated effort and work with others to complete those tasks</p> <p>8. Explore, prepare for, and seek educational and job opportunities.</p>

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	Speaking and writing: reading, evaluating information, writing formally: participating in discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will write a paragraph describing his/her individual learning style and cite three ways his/her academic achievement can improve using learning style strategies.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Students will complete a learning style assessment and evaluate the information gained to determine accuracy in terms of what they know about themselves as learners. They will then identify and implement strategies related to their preferred learning styles in the areas of self-management, study skills, goal setting, and test taking.

Lesson Preparation

Essential Questions:

Why don't we all learn the same way?

Engagement (Hook):

The counselor/instructor meets with three confident students in advance of the lesson (giving them instructions for the activity described as student A, B, and C). To the class, the counselor says, "Let's watch each of these students study." Student A is studying the math fact "8 x 9" by writing it repeatedly on the board. Student B is studying the math fact by saying it out loud repeatedly. Student C is studying it by using his/her fingers (1 x 9 is 9, pinky on left hand down and holding up remaining 9 fingers; 2 x 9 is 18, holding up pinky on left hand, ring finger down, remaining fingers up, etc.).

The counselor takes a poll of the class, asking: Raise your hand to indicate which of the three students is studying correctly. A? B? C? The counselor continues, "Each of these students is studying correctly depending on his or her individual learning style. Today, we are going to find out how each of **YOU** learns best."

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. The counselor/instructor will assist the students in completing a learning style inventory, whether print or online.	1. Students will complete (score and interpret) inventory.
2. Divide class by each student's learning styles. Then give groups information about strategies that work for each learning style. Ask the students to pick out those strategies that they are already using and discuss those with their group. Strategies are available on the website listed above.	2. Students will discuss strategies that can benefit their learning.
3. Ask students if there are some learning techniques they haven't considered before.	3. Students will discuss alternative learning strategies.
4. Have students write a "What's my style and how can I maximize it?" paragraph about their individual learning styles and ways they can improve academic achievement using learning style strategies. Have students share their findings with a partner.	4. Each student will write a paragraph regarding his or her learning style preferences and with a partners. Partners will give each other feedback about the strategies each one uses to enhance learning.
5. The counselor/instructor will keep copies of student learning style information for future reference.	5. Students will record the results of their learning style inventory in their portfolios and/or another storage system for future reference.

Teacher Follow-Up Activities

The counselor/instructor will share inventory results with classroom teacher and encourage classroom teacher to use the information or to be aware of students' learning styles. The counselor may also wish to send copies of the information home with students to make parents aware of their student's learning styles and ways that the student can study more effectively.

Counselor reflection notes (completed after the lesson)

<p>Unit # 1 Title: The Successful Student</p> <p>Lesson Title: Let’s Review for Better Achievement Lesson: 3 of 4</p> <p>Grade Level: 7</p> <p>Length of Lesson: 45 min.</p> <p>Missouri Comprehensive School Counseling Big Idea: AD.4 Applying Skills Needed for Educational Achievement</p> <p>Grade Level Expectations (GLEs): AD.4.A.07: Demonstrate and refine study skills and test-taking strategies utilizing available academic resources. AD.4.B.07: Demonstrate and refine a self –management system to promote academic success.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Academic Development</p>

Materials (include activity sheets and/ or supporting resources)

<p><i>Sam the Slacker Story</i> Sample page from a personal planner (or use an assignment book, calendar, or a handheld device)</p> <p><i>Study Skills Tips Handout</i> <i>Test-Taking Tips Handout</i> <i>Skill Cards Worksheets</i> (Copy the three pages of the skill cards for each group. Cut, shuffle and bundle the skill cards for distribution to each group) <i>Blank Activity Sheets: Self-Management Skills, Study Skills and Test-Taking Skills Sheets</i> (One set of three for each group.) Counselor Resource for Categorizing Skills</p>

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>1. Develop questions and ideas to initiate and refine research.</p> <p>6. Discover and evaluate patterns and relationships in information, ideas and structures.</p> <p>8. Organize data, information, and ideas into useful forms for analysis or presentation.</p> <p>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences.</p> <p>3. Exchange information, questions and ideas while recognizing the perspectives of others.</p>
X	<p>Goal 3: Recognize and solve problems</p>

	<ol style="list-style-type: none"> 1. Identify problems and define their scope and elements. 2. Develop and apply strategies based on ways others have prevented or solved problems. 7. Evaluate the extent to which a strategy addresses the problem.
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 6. Identify tasks that require coordinated effort and work with others to complete those tasks.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	<ol style="list-style-type: none"> 1. Speaking and writing 2. reading and evaluating material 4. writing informally 5. participating in informal discussion
Mathematics	
X Social Studies	Relationships of individuals and groups
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify two or more skills in each of these categories: study skills, test-taking skills, and self-management skills.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Question and answer session regarding study skills, test-taking skills, and self-management skills (including the personal-planning systems students are using). Students will develop goals using two or more skills they have identified to help them improve academic achievement.

Lesson Preparation

Essential Questions:
 What choices do you make that impact your success as a student?

Engagement (Hook):
 Counselor/instructor will share the story of *Sam the Slacker* (or a personal story of someone who did not make good academic choices).
 (Note: change the name of Sam the Slacker if you have a student named Sam)

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Counselor/instructor will read the <i>Sam the Slacker</i> story to the students and ask students to identify the decisions/choices Sam made that resulted in his failing the science test. 2. Discuss the benefits of a planner, assignment book, a calendar, and/or a handheld device as part of a time-management system. (See handouts). What barriers might individuals face? 3. <i>Review Study Skill and Test-Taking Tips Handouts 2 and 3.</i> Ask students to identify the skills they use most frequently (and successfully.) 4. Divide students into groups of 3 or 4. Distribute the cut and bundled skill cards to each group. Have students place skill cards in the categories of study skills, test-taking skills, and self-management skills. (Note: A counselor resource guide is provided – see attachment) Be aware that there is some overlap among skills and categories. Help students justify their categorizations. 5. Referring to the “<i>Sam the Slacker</i>” story, ask students to provide decisions/choices that could have changed the story’s ending, using the skill cards and other information from the class activities. 6. Encourage students to choose two or more new skills they will use to improve their grades. Have students work in pairs to develop individual goals for improvement. Ask 3-4 students to share their plans. 	<ol style="list-style-type: none"> 1. Students will identify the decisions/choices Sam made that resulted in his failing the science test. 2. Students will discuss benefits of putting a plan in writing (e.g., organization, more time to do what they want to do, documentation for self review.) 3. Students will identify the skills they use most frequently (and successfully). 4. Students will work as members of a group to classify skill cards. They will be able to justify their responses if challenged. 5. Students review “<i>Sam the Slacker</i>” story and identify choices that Sam could have made to earn better grades. 6. Students work in pairs to identify self-management, study and test taking skills they will use to improve their grades. Students will discuss with their partners ways they can use the skills to accomplish goals they have set for themselves. Students will write their goal(s) in their planners or assignment books.

<p>7. The counselor encourages students to identify a trusted adult and ask the adult to sign the plan as a show of support.</p>	<p>7. Students share their goals with a trusted adult and ask the adult to be an encourager and support person. First show of support: Adult initials plan to indicate he or she has read the plan. Once the plan has been signed the adult continues to support the student in carrying through with his or her goals.</p>
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Teacher Follow-Up Activities

The classroom teacher will incorporate the use of individual planners into everyday activities. The teacher will review students' progress quarterly (refer to student grade cards) and advise counselor of anyone who needs individual and/or small group study skills remediation.

Counselor reflection notes (completed after the lesson)

Sam the Slacker

Sam has a big test the next day. He has put off studying until the night before the science test. When he gets home, a friend calls and wants him to go to the mall. Sam decides to go, thinking he will study when he gets home. When Sam gets home, he discovers that his grandmother has stopped by his house for a visit. It would be rude not to visit with his grandmother, so Sam thinks he will study after his grandmother leaves. When his grandmother leaves, his girl friend calls and needs to talk to him about what happened to her in PE. Sam decides he will study for his test when he gets off the phone with his girl friend. When he gets off the phone, he looks in his backpack for his study guide. His backpack mess delays him. After searching for 30 minutes, he can't find the study guide and has no idea what to study for the test. He decides to call Mark, a friend in his science class, but he does not have his phone number. Mom comes and says it's time for him to go to bed and he says he still needs to study for his science test. He decides to do the best he can and starts looking at his book. It is getting late, Sam is tired, and he falls fast asleep. Since Sam stayed up so late the night before, he doesn't hear his alarm and oversleeps. He is late and doesn't have time for breakfast. Sam is stressed out and worried that he will surely fail the test. He takes the test and fails it.

Bad Decisions Summary:

He decided not to create a study plan.

He decided to go to the mall when he needed to study.

He decided to talk with his girlfriend when he needed to study.

He decided not to make the most of his study time.

He decided to have a disorganized backpack.

He decided not to learn what to study.

He decided not to have all the materials he needed in his backpack.

He decided not write down phone numbers for classmates and/or homework hotline.

He decided not to get organized before bedtime.

He decided not get a good night's sleep and not to eat a good breakfast before the test.

He decided to think negative thoughts and to be stressed and worried.

He decided not to keep his mind on the test.

HANDOUT 2 Test Taking Tips

When you get the test, look over the entire test to learn the number and type of questions. Is the test timed? If so, budget your time accordingly.

Hints for Answering Objective Questions:

Multiple Choice	<ul style="list-style-type: none"> • Read the question • Try to think of the answer before you look at the choices • Read the choices • Cross out the wrong ones • Pick the most logical answer that remains
Matching	<ul style="list-style-type: none"> • Do the ones you know first and cross them off • Do the best you can with whatever is left
Short Answer	<ul style="list-style-type: none"> • If you don't know the exact answer, write down whatever you do know that's related. You may get partial credit.
True/False	<ul style="list-style-type: none"> • Read the statements very carefully. Remember that all parts of a statement must be true for it to be true.

Hints for Answering Constructed Response and Essay Questions:

Constructed Response/Essay	<ul style="list-style-type: none"> • Highlight or underline key words in the directions • Use prewriting strategies, such as mind maps or outlines • Rephrase the question as your topic sentence • Write facts about the key words in the question • Answer all of the question • Use complete sentences
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HANDOUT 3

Study Skill Tips

- 1. Listen actively in the classroom.**
- 2. Ask questions in class.**
- 3. Write down assignments.**
- 4. Keep track of due dates, after-school activities, and family plans with a planner/calendar.**
- 5. Ask for help before or after class.**
- 6. Have a place at home to study with appropriate materials.**
- 7. Complete your homework and hand it in on time.**
- 8. Ask your parents or others for help.**



AD 4 GRADE 7 LESSON 3

Activity Sheet 1 (page 1 of 3): Skill Cards
Cut the cards apart for students to use in categorizing the skills.)

Use an assignment book	Use folders or a binder to organize schoolwork by subject and task, e.g., Science folder with sections for: assignments, notes, experiments, ideas
Have phone numbers for classmates or homework hotline	Organize your locker and backpack so you can readily find what you need for class and/or studying after school.
Get organized before you go to bed	Use in-class study time and study hall time for school work (e.g., assignments or research}

Activity Sheet 1 Continued (page 2 of 3): Skill Cards
(Cut the cards apart for students to use in categorizing the skills.)

Know your learning style	Find a good place to study
Know what to study and what the teacher expects	Make the best use of study time: Plan your Work; Work your Plan
Break down larger assignments into smaller parts	Use notes from class to help you remember and review key points
Listen actively in class	Ask questions in class

Activity Sheet 1 continued (page 3 of 3): Skill Cards

(Cut the cards apart for students to use in categorizing the skills.)

<p>Take the appropriate (and approved) materials (e.g. #2 pencil, calculator) to the test</p>	<p>Keep your mind on the test</p>
<p>When several questions relate to a passage or information provided in test, read the questions BEFORE reading the passage/information</p>	<p>Pace yourself! Answer "easier" questions first without spending too much time on one question</p>
<p>Think positive thoughts and use relaxation techniques to focus your mind on questions.</p>	<p>If you have time, review your answers, and change answers ONLY when you are sure they are wrong.</p>
<p>Get a good night's sleep and eat a good breakfast before the test</p>	<p>Read all the directions, looking for key words and phrases</p>

ACTIVITY SHEET 2: TIME MANAGEMENT SKILLS
Tape Self-Management Skill Cards to this grid

ACTIVITY SHEET 3: STUDY SKILLS

Tape Study Skills Cards to this grid

ACTIVITY SHEET 4: TEST-TAKING SKILLS

(Tape Test-taking Skills Cards to this grid)

**Counselor’s Resource for Categorizing Skills (see step 4)
STUDY SKILLS**

Know your learning style	Find a good place to study
Know what to study and what the teacher expects	Make the best use of study time: Plan your Work; Work your Plan
Break down larger assignments into smaller parts	Use notes from class to help you remember and review key points
Listen actively in class	Ask questions in class

TIME MANAGEMENT SKILLS

Use an assignment book	Use folders or a binder to organize schoolwork by subject and task, e.g., Science folder with sections for: assignments, notes, experiments, ideas
Have phone numbers for classmates or homework hotline	Organize your locker and backpack so you can readily find what you need for class and/or studying after school
Get organized before you go to bed	Use in-class study time and study hall time for school work (e.g., assignments or research)
Create a study plan	Plan for after-school activities

TEST-TAKING SKILLS

Take the appropriate (and approved) materials (e.g. #2 pencil, calculator) to the test	Keep your mind on the test
When several questions relate to a passage or information provided in test, read the questions BEFORE reading the passage/information	Pace yourself! Answer “easier” questions first without spending too much time on one question.
Think positive thoughts and use relaxation techniques to focus your mind on questions.	If you have time, review your answers; change answers ONLY when you are sure they are wrong.
Get a good night's sleep and eat a good breakfast before the test	Read all the directions, looking for key words and phrases

<p>Unit # 1 Title: The Successful Student</p> <p>Lesson Title: Just Checking Lesson 4 of 4</p> <p>Grade Level: 8</p> <p>Length of Lesson: 45 min. group session with group and/or individual follow-up sessions</p> <p>Missouri Comprehensive School Counseling Big Idea: AD.4: Applying Skills Needed for Educational Achievement</p> <p>Grade Level Expectations (GLEs): AD.4.A.08: Consistently apply a system of study skills and test-taking strategies to promote academic success. AD.4.B.08: Consistently apply a self-management system to promote academic success.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Academic Development</p>

Materials (include activity sheets and/ or supporting resources)

<p>Introduction to the Just Checking Lesson Just Checking Checklist-Goal-Setting activity sheet Tips for Setting Goals information sheet Effective Time Management System Tips information sheet</p> <p>Counselor may wish to provide sample of an assignment planner, a calendar page, and/or an electronic calendar screen.</p>

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ul style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas, and structures. 8. Organize data, information and ideas into useful forms for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers.
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ul style="list-style-type: none"> 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 2. Review and revise communications to improve accuracy and clarity. 3. Exchange information, questions information and ideas while recognizing the perspective of others

X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on one’s experience in preventing or solving problems. 4. Evaluate the processes used in recognizing and solving problems. 7. Evaluate the extent to which a strategy addresses the problem.
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 1. Explain reasoning and identify information used to support decisions. 4. Recognize and practice honesty and integrity in academic work and in the work place. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts
	Mathematics
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will develop two academic success goals and three action steps that can be utilized to accomplish each goal.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Students will complete the *Just Checking Checklist* to assess the degree of their use of a personal management system.
 Students will set goals for themselves based on the results of the *Just Checking Checklist* and will identify steps they need to use to accomplish their goals to improve academic achievement.

Lesson Preparation

Essential Questions:
 What choices do you make that impact your success as a student?

Engagement (Hook):
 Counselor/instructor will read the *Introduction to the Just Checking Lesson*.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. After reading the “<i>Introduction to Just Checking Lesson</i>” 2. Ask students to write their definitions of a “management system” (think), discuss their writing with their partners (pair/share). Large Group (Public) Sharing: Generate a public list of definitions. Link students’ definitions of management system to individual differences in planning/self-management styles. 3. Distribute Effective Management Tips (Handout 1) to students. Allow time for students to read handout and to formulate questions and/or comments. Provide opportunity for students for students to ask questions and make comments about components of effective time-management systems. Ask students to compare their current time-management system to those listed on the handout. NOTE: If your district has adopted a planner system for students (e.g. Franklin Covey Student Planners), use that system for this lesson. 4. Hand out the <i>Just Checking Checklist</i> and ask students to complete it using their personal management system as the basis for completion of the checklist. 5. Using the <i>Tips for Setting Goals</i> information sheet as a basis for discussion, ask students to set realistic goal(s) based upon perceived strength and weaknesses from student checklists. 	<ol style="list-style-type: none"> 1. Students will divide into groups of two to think/pair/share. 2. Students will write their definitions of management system (Think on own); discuss writing with a partner (Pair/Share); and contribute to the public list of definitions. 3. Students identify and discuss any discrepancies between the model and their personal management systems. 4. Students will complete the checklist (think on own); discuss results with their partners (Pair/Share). 5. Students will determine goals and write them on the checklist with steps for achieving the goals. Set a goal... Take The steps... GET IT DONE!!

Teacher Follow-Up Activities

Teacher determines 4 to 5 follow-up dates for filling out subsequent checklists to assess student progress toward goals. This can be done daily or weekly for a prescribed period of time. Teacher will facilitate student reflection on progress and work with him/her to set a new goal based on checklist information.

Counselor reflection notes (completed after the lesson)

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Counselor Resource

Introduction to "Just Checking" Lesson

School and homework! Activities and chores! Sleeping and eating! Ack!
Do you feel that everything is piling up? Are you out of control?!

Wouldn't it all be easier if time were like a DVD that you could slow down, speed up, fast-forward, or rewind? Or have you wished that time was like an arcade game, and when your time was up, you could just drop in some change and get more?

Well we can't change the speed of time or get more. What we CAN do, however, is manage our use of the 24 hours each of us is given everyday of our lives. This means that we:

- Consider everything we HAVE to do and WANT to do.
- Understand how much time each activity will take.
- Make a plan that helps us get through the day, week, or month without running around like a total wacko!

Hold your hand up if the "Out of Control Time Monster" is taking over your life... I have news for you... You can control your Time Monster, AND...If you learn to tame the time monster, you might be surprised at how much you can get done. The real reward, however, is that you'll probably feel less stressed, make better grades, and be happier. Wouldn't that be nice? 😊

Handout

Effective Time Management Tips

The Key to Success in Middle School/Junior High

What management system are you using now? Even if you think you don't, you do have a system in place. How does your system measure up against the following system?

Do you:

- * Use your planner everyday
- * Review your planner every week at the beginning of the week to help plan your week
- * Write down something in your planner for every subject (e.g., homework for the next day, assignments for the week {pages to read, questions to answer, and date assignments are due}, upcoming test dates and special project due dates, etc.)
- * Write clearly and neatly.
- * Refer to your planner before you go home at the end of the day to make sure you have everything you need (necessary books, folders, study guides, class notes)
- * Set weekly goals for yourself and write them down in your planner.
- * List helpful resources in your planner (e.g., websites, phone numbers of study buddies, homework hotline information, etc.)
- * Schedule time in your planner to study for each test
- * Set aside a homework time everyday with no distractions—no phone, no TV
- * If there is no specific assignment, you can read over your class notes, make math flash cards, or READ!
- * Use study halls to study
- * Ask for help as soon as you realize you don't understand
- * Keep all assignments, handouts, tests, etc., that are given back
- * Always record assignments as soon as they are given
- * Always use study time
- * Form a study group
- * Take notes and keep them organized and labeled
- * Do your best on every assignment

Just Checking Checklist

Rate your use of the following components on a scale of 1-5, using your current management system.

I never do it.	I do it once in awhile (making progress).	I do it sometimes for some classes.	I do it sometimes for all classes.	I do it every day for all classes.
1	2	3	4	5

1. I write my assignments in my planner, including pages to read, questions to answer, and date assignments are due.

1	2	3	4	5
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2. I understand what I have written in my planner.

1	2	3	4	5
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3. I use my planner to get necessary books/materials home.

1	2	3	4	5
---	---	---	---	---

4. I write important test dates/project due dates on my master calendar.

1	2	3	4	5
---	---	---	---	---

5. I review my planner before the start of the week and plan my week.

1	2	3	4	5
---	---	---	---	---

6. I write down my weekly goals. (*Goals written are more likely attained.*)

1	2	3	4	5
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7. I list helpful resources in my planner, such as websites, phone numbers of study buddies, homework hotline information, etc.

1	2	3	4	5
---	---	---	---	---

8. I schedule time in my planner to study for each test.

1	2	3	4	5
---	---	---	---	---

What is working well for you?

Tips for Setting Goals

1. Goals must be clear and describe exactly what you want or will do.
2. Goals must be personal. They must be about you, not someone else.
3. Goals must be measurable. You need to know when you have achieved your goal.
4. Goals must have realistic time limits.
5. Goals must be manageable. Divide big goals into several, attainable goals or tasks. This will enable you to experience results in a shorter period of time and will help you feel like you are making progress.
6. Goals must be stated in positive rather than negative terms. (I *will* do something rather than I *won't* do something.)
7. Goals must be written down. People are more likely to achieve goals that are in writing. Written goals can be reviewed regularly, and have more power. Like a contract with yourself, they are harder to neglect or forget.

Goal Setting Activity Sheet

Think about what you need to do differently to attain success as a student. Set goal(s) and take action, be the successful student you are meant to be.

GOAL 1: _____

What action steps will you take to accomplish your goal?

Step 1 _____

Step 2 _____

Step 3 _____

GOAL 2: _____

What action steps will you take to accomplish your goal?

Step 1 _____

Step 2 _____

Step 3 _____

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.

<p>UNIT DESCRIPTION: The Successful Student</p> <p>Students will participate in group discussions involving self-management skills, study skills, learning styles, goal-setting, and test-taking strategies. 6th Grade lessons include strategies that help students explore the characteristics and skills of successful learners and strategies designed to help students identify their learning styles. 7th Grade lesson is designed to help students become familiar with the purposes Self-Management Skills, Study Skills and Test-taking Skills. 8th Grade: As a summative activity, students will evaluate their current management, study, and test-taking skills using the survey and performance activity, <i>Getting Your Grades Together</i>.</p> <p>NOTE: The counselor/instructor has some latitude with this unit. Some may wish to use <i>Getting Your Grades Together</i> for pre- and post-assessment. Others may wish to introduce this activity at the beginning of 6th grade and again at the conclusion of 8th grade. Still others may use this survey throughout the middle school process. The short-answer and essay questions are designed for the post-test phase at the end of 8th grade, but may be omitted when using the survey for earlier grades.</p> <p>The counselor/instructor may want to use the survey information to work with at-risk students to discuss student perceptions versus student performance.</p>		<p>SUGGESTED UNIT TIMELINE: 4 Lessons</p> <p>CLASS PERIOD (min.): 45 minutes each</p>				
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> 1. What does a successful student look like? 2. What choices do you make that impact your success as a student? 3. Why don't we all learn the same way on the same day? 						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will describe five qualities and/or characteristics of a successful student.		AD.4.A.06: Develop and practice		RI.6.1 RI.6.4	AD A Students will	DOK – 3

		<p>study skills and test-taking strategies specific to each academic area and identify available resources.</p> <p>AD.4.B.06: Develop and practice a self-management system to promote academic success.</p> <p>AD.4.A.07: Demonstrate and refine study skills and test-taking strategies utilizing available academic resources.</p> <p>AD.4.B.07: Demonstrate and refine a self-management system to promote academic success.</p> <p>AD.4.A.08: Consistently apply a system of study skills and test-taking strategies to promote academic success.</p> <p>AD.4.B.08: Consistently apply a self-management system to promote academic success.</p>		<p>W.6.1 W.6.2 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6</p>	<p>acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p>	<p>DOK – 4</p> <p>DOK – 3</p> <p>DOK – 3</p> <p>DOK - 4</p> <p>DOK – 4</p>
<p>2. The student will write a paragraph describing his/her individual learning style and cite three ways his/her academic achievement can improve using learning style strategies.</p>		<p>AD.4.A.06. AD.4.B.06 AD.4.A.07. AD.4.B.07 AD.4.A.08 AD.4.B.08</p>		<p>RI.6.1, 4 W.6.1, 2 SL.6.1 L.6.1-6</p>	<p>AD A</p>	<p>DOK – 3 DOK – 4 DOK – 3 DOK – 3 DOK – 4 DOK - 4</p>

<p>3. The student will identify two or more skills in the categories of study skills, test-taking skills, and self-management skills.</p>		<p>AD.4.A.06 AD.4.B.06 AD.4.A.07 AD.4.B.07 AD.4.A.08 AD.4.B.08</p>		<p>RI.7.1 RI.7.4 SL.7.1 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6</p>	<p>AD A</p>	<p>DOK – 3 DOK – 4 DOK – 3 DOK – 3 DOK – 4 DOK – 4</p>
<p>4. The student will develop two academic success goals and three action steps that can be utilized to accomplish each goal.</p>		<p>AD.4.A.06 AD.4.B.06 AD.4.A.07 AD.4.B.07 AD.4.A.08 AD.4.B.08</p>		<p>RI.8.4 W.8.1 W.8.10 SL.8.1 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6</p>	<p>AD A</p>	<p>DOK – 3 DOK – 4 DOK – 3 DOK – 3 DOK – 4 DOK – 4</p>
<p>ASSESSMENT DESCRIPTIONS*: <i>Getting Your Grades Together</i> survey and performance activity. Summative Assessment will take place during the 8th grade lesson. Learners will assess their own study skills via the <i>Getting Your Grades Together</i> survey. After assessing their skills, students will write an essay describing their plans for applying what they have learned in middle school to high school work. Essays will include the following elements: Discussion of strengths and limitations in the areas of: Self-Management Skills; Study Skills, and Test-taking skills and the steps to personal success in each skill area. This will be a formal essay and follow the conventions of standard English. To add interest, essay may be written as a letter to self.</p>						
<p>Obj. #</p>	<p>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</p>					
	<p><input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction</p>					
<p>1 2 3 4</p>	<p>See Lessons: Grade 6: Lesson 1 Picturing the Successful Student Lesson 2 What’s Your Style? Grade 7: Lesson 3 Let’s Review for Better Achievement</p>					

	Grade 8: Lesson 4 Just Checking				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4	See Lessons: Grade 6: Lesson 1 Picturing the Successful Student Lesson 2 What's Your Style? Grade 7: Lesson 3 Let's Review for Better Achievement Grade 8: Lesson 4 Just Checking				
	<u>Direct:</u> <input checked="" type="checkbox"/> Structured Overview (Ls. 4) <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Explicit Teaching (Ls. 4) <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls.2- 4) <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1-2-3-4)	<u>Indirect:</u> <input checked="" type="checkbox"/> Problem Solving (Ls. 3) <input checked="" type="checkbox"/> Case Studies (Ls. 3) <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls.1-2-3- 4) <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input checked="" type="checkbox"/> Concept Mapping(Ls. 3) <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input checked="" type="checkbox"/> Surveys (Ls.2- 4)	<u>Independent Study</u> <input checked="" type="checkbox"/> Essays (Ls. 2) <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input checked="" type="checkbox"/> Learning Contracts (Ls. 4) <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 1-3-4) <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 1-4) <input checked="" type="checkbox"/> Cooperative Learning (Ls. 1) <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 3) <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES:					
Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/					

Unit 1 Title: Learning for Life

Grade Level: 9-12

Number of Lessons in Unit: 6 (2 lessons each for grades 9, 10; 1 lesson each for grades 11, 12)

Time Required for each lesson: 1 to 2 class periods

Best time of year to implement this unit: Beginning of school year

Lesson Titles:

9th Grade Lesson 1: Study Skills Workshop

Materials/Special Preparations Required:

Personal Study Skills and Habit Review Survey

Study Skills Tip Sheet

MSCA Pointers for Students - Searching for Solutions: Improving Student Study

Skills Call the Missouri School Counselor Association 1-800-264-6722 or email at mzca@mvp.net for copies

9th Grade Lesson 2: Making Your Own Master Calendar

Materials/Special Preparations Required:

School year calendar

Optional - Blank Calendar

10th Grade Lesson 3: Strategies for Taking Standardized Timed Tests

Materials/Special Preparations Required:

Individual student reports from standardized tests

PLAN PowerPoint presentation

PSAT/NMSQT DVD presentation

(The *PLAN* PowerPoint may be downloaded from www.act.org/plan.index.html

Information over the *PSAT* DVD presentation may found at

www.collegeboard.com. Test Prep information may be downloaded from either website.)

10th Grade Lesson 4: Prioritizing Time

Materials/Special Preparations Required:

Student Planners/Calendars

Index cards

11th Grade Lesson 5: Progressing Toward Graduation

Materials/Special Preparations Required:

Personal Plans of Study and credit checks

12th Grade Lesson 6: Self-assessment of Self-Management, Study and Test-Taking Skills

Materials/Special Preparations Required:

AD4 Grades 9-12 Summative Self-Evaluation: Parts 1, 2, & 3

Missouri Comprehensive School Counseling Big Idea:

AD.4: Applying skills needed for educational achievement.

Grade Level Expectations (GLEs):

- AD.4.A.09: Review and build upon educational skills necessary to progress toward life-long learning goals.(DOK - 3)
- AD.4.B.09: Review and build upon a self-management system and adjust to increased academic demands. (DOK - 4)
- AD.4.A.10: Assess and apply educational skills necessary to progress toward individual life-long learning goals.(DOK - 4)
- AD.4.B.10: Assess and apply a self-management system to meet increased academic demands. (DOK - 4)
- AD.4.A.11: Consistently utilize educational skills necessary to progress toward individual life-long learning goals. (DOK - 4)
- AD.4.B.11: Consistently utilize a self-management system and adjust to increased academic demands. (DOK – 4)
- AD.4.A.12: Achieve educational levels necessary to teach, maintain, and continue with individual life-long learning goals. (DOK - 4)
- AD.4.B12: Exhibit self-management skills necessary for educational achievement. (DOK - 2)

American School Counselor Association (ASCA) Mindsets and Behaviors:

Academic Development

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ul style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine research 4. Use technological tools and other resources to locate, select and organize information 6. Discover and evaluate patterns and relationships in information, ideas and structures 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ul style="list-style-type: none"> 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 6. Apply communication techniques to the job search and to the workplace
X	<p>Goal 3: Recognize and solve problems</p> <ul style="list-style-type: none"> 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives

	8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
X Mathematics	3. Data analysis, probability and statistics 6. Discrete mathematics (such as graph theory, counting techniques, matrices)
X Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
X Science	7. Processes of scientific inquiry (such as formulating and testing hypotheses)
	Health/Physical Education
	Fine Arts

Unit Essential Questions:

How do people develop habits?

Unit Measurable Learning Objectives:

<p>The student will evaluate personal study skills, using the <i>Personal Study Skills and Habits Review Survey</i> and <i>Study Skills Tip Sheet</i>.</p> <p>The student will identify at least one study skill habit, which he/she views as a personal strength.</p> <p>The student also will identify at least one study skill habit to improve upon in order to reach his/her goals.</p> <p>The student will complete a personal master calendar for the current school year.</p> <p>Using standardized test score reports, the student will evaluate personal academic strengths and weaknesses.</p> <p>The student will list at least three ways he/she will use test information to improve academic skills and standardized test scores.</p> <p>The student will apply the concept of time management by identifying his/her top four priorities/commitments; creating list of priorities/commitments; and identifying strategies for making sure priorities/commitments are scheduled.</p> <p>The student will compose a paragraph in which he/she identifies the post-secondary option he/she intends to pursue and identifies the steps needed to attain that goal.</p>
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The students will adjust high school planning to conform to post-secondary goals.
The student will write a personal essay in which he/she will consider and analyze the skills he/she has developed during his/her school experience to help him/her be a life-long learner.
The student will review and evaluate his/her *Personal Plan of Study* and credit check to ensure progression toward meeting graduation requirements and post-secondary goals.

Unit Instructional Strategies/Instructional Activities:

- Direct (Structured Overview, Compare & Contrast, Demonstrations)
- Indirect (Problem-Solving, Inquiry, Reflective Discussion, Writing to Inform, Concept Attainment)
- Experiential (Role-Playing, Surveys)
- Independent Study (Essays)
- Interactive Instruction (Role-Playing, Discussion, Think/Pair/Share, Problem-Solving)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

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.

Brief Summary of Unit:

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.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

It will be important for the students to be familiar with self-management, goal-setting, study and test-taking skills. They will need the ability for apply self-assessment processes.

Unit #1 Title: Learning for Life
Lesson Title: Study Skills Workshop Lesson: 1 of 6
Grade Level: 9
Length of Lesson: 2 class periods
Missouri Comprehensive School Counseling Big Idea: AD.4: Applying skills needed for educational achievement
Grade Level Expectation (GLE): AD.4.A.09: Review and build upon educational skills necessary to progress toward life-long learning goals.
American School Counselor Association (ASCA) Mindsets and Behaviors: Academic Development

Materials (include activity sheets and/ or supporting resources)

<i>Personal Study Skills and Habits Review Survey</i> <i>Study Skills Tip Sheet</i> <i>MSCA Pointers for Students - Searching for Solutions: Improving Student Study-Skills</i> (Found at www.moschoolcounselor.org/publication_resources/pointer_for_parents or call the Missouri School Counselor Association 1-800-264-6722 or email msca@mvp.net for copies.)
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Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems
	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)

	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will evaluate personal study skills, using the *Personal Study Skills and Habits Review Survey* and *Study Skills Tip Sheet*. The student will identify at least one study skill habit which he/she views as personal strength(s). The student will also identify at least one study skill habit to improve upon in order to reach his/her goals.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
 Assessment for this lesson will be through observation of individual student participation in class discussions. The counselor will monitor the quantity and quality of contributions of individuals. The counselor may choose to collect student checklists to identify individuals that need assistance with specific study-skill strategies.

Lesson Preparation

Essential Questions:
 Do personal habits influence study habits?
 What are my strongest study-skill strategies?
 What study-skill strategies do I need to improve in order to be successful in high school?

Engagement (Hook):
 Discussion of personal habits, both effective and ineffective. Transition this into a discussion of ways personal habits influence the development of effective study habits.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> Counselor will begin the class with the question, “What is a habit?” This question may be placed on an overhead, chalkboard or asked verbally. This will lead to a discussion about habits both positive and negative. The counselor will need to keep the discussions about positive and negative habits appropriate. Counselor will transition this discussion 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students will respond with their definition of a habit. Students will also offer examples of both positive and negative habits. Students will tell a partner about the
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<p>into personal study-skills habits/strategies. The counselor will ask, “Do you use study-skills habits?” Allow for the students to give responses and place those responses on an overhead or chalkboard; facilitate a brief discussion about how these habits/strategies were developed and/or learned.</p> <ol style="list-style-type: none"> 3. The counselor will then pass out the <i>Personal Study Skills and Habits Review Survey</i>. Allow time for the students to complete both the survey and the questions at the end of the survey. 4. After the students have completed the survey and questions, facilitate a class discussion about the study-skills habits students consider to be their strongest and the study-skill habits students consider to be their weakest. (NOTE: This may need to be the start of the second day) 5. Pass out the <i>Study Skills Tip Sheet</i>” to all students. The counselor will go over the tips sheet with the students. He or she will explain that these tips along with the study-skill habits they are already using will help them be successful in high school. It should also be noted that weaker study-skills habits can be developed to be more successful. The counselor will instruct students to read <i>Study Skills Tip Sheet</i> and highlight, underline or circle tips they will implement in order to successfully achieve their goals in high school. 6. The counselor may choose to collect the student’s survey sheet. These surveys may be used to identify students who need individual or small group sessions to strengthen positive study-skills habits. The completed surveys will be maintained in students’ portfolios (or other storage system). 	<p>study-skill habits/strategies they developed before coming to high school. (Variation: In groups of 4 or 5, students will create “posters” depicting study skills that have been helpful in their prior learning situations)</p> <ol style="list-style-type: none"> 3. Students will complete the <i>Personal Study Skills and Habits Review Survey</i> and answer the questions at the end of the survey. 4. Students will participate in the class discussion and offer personal insights as to their strong study-skill habits and ones they may need to improve in order to achieve their goals. 5. Students should read over the <i>Study Skills Tip Sheet</i> and identify the tips they will begin using. 6. Students will turn in their survey sheets to the counselor.
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Teacher Follow-Up Activities

A possible follow-up activity for the classroom teacher would be to choose one study-skill habit/strategy that a majority of students indicated as “weak” and implement that strategy in the classroom. The classroom teacher could spend some time teaching that study-skill habit to the students in his/her classroom.

Another possible classroom follow-up activity would be to have a question on the next test that asks the students to list the study-skill habits/strategies that they used to prepare themselves for the test. They could also have a classroom discussion while going over the test that would include how students studied for the test and identify the habits that provided the best test results.

An additional possible follow-up activity would be for the classroom teachers to introduce a new study-skills habit/strategy at the beginning of each unit. The classroom teacher could stress the importance of using the new habit/strategy as well as others to study and review materials for the unit test.

Counselor reflection notes (completed after the lesson)

Personal Study Skills and Habits Review Survey

Name: _____ Grade: _____ Date: _____

DIRECTIONS: Read each question about your personal study skills and habits. Rate yourself and check the appropriate box. Answer the three questions after the survey using complete sentences.

Question	Yes	Sometimes	No
1. Do you have a regular time to study?			
2. Do you have a regular place to study?			
3. Do you try to study when you are alert / rested?			
4. Do you begin the study of a topic by quickly glancing over the topic to see what it is about?			
5. Do you think through or process information instead of just reading it?			
6. Do you concentrate fully when you are studying?			
7. Do you express in your own words what the author is saying?			
8. Do you review material/information of each subject that you have studied from previous days?			
9. Do you take meaningful/useful notes over what the teacher says in class?			
10. Do you put notes in an outline form as soon as possible after taking them?			
11. When reviewing your notes do you have enough details to remember what the topic was about?			
12. During lectures, do you look and listen to the teacher?			
13. Do you think about what the teacher is saying as well as listening to what he or she is saying?			
14. Do you think about ways the subject you are studying may be helpful to you later in life?			
15. When you are reading do you keep in mind the overall idea, topic or story?			
16. Do you believe that in addition to learning the details of a subject it is important to know the overall idea as well?			
17. Do you deliberately prepare yourself for participation in class discussions?			
18. Do you deliberately prepare yourself for open-note quizzes or tests?			
19. Do you think through the meaning of test questions before you answer them?			
20. Do you write all homework assignments, tests and projects in your planner to remind yourself what is due?			

Review your survey responses, then answer the following questions.

1. Do you think your study-skills habits/strategies are helping you be academically successful?
Why or why not?

2. Please describe your most successful study-skill habit/strategy. Please include where you learned it and how it helps you.

3. After reviewing your responses to the Study Habits Survey, which habits/strategies do you need to improve in order to successfully achieve your goals in high school?

Study Skills Tip Sheet

Name: _____ Grade: _____ Date: _____

General Study-Skill Tips:

1. Set up a daily time and place to study.
2. Write down homework assignments, tests and project along with due dates.
3. Review your notes and handouts on a daily basis.
4. Begin intensive test preparation. Study everyday as if you have a test the next day.
5. Always look for new study-skills habits/strategies that may work for you!

Note-Taking Tips:

Good note-taking habits can improve your ability to learn and shorten the time needed to prepare for a test!

1. Listen carefully to the teacher.
2. Always write down things the teacher:
 - a. Writes on the board or overhead.
 - b. Says are important to remember.
 - c. Says over and over and over again.
3. Take your notes in outline form and write clearly!
4. Always put examples, page numbers or reminders next to your notes.
5. Leave room on your paper to expand or add to your notes after class.
6. Read over your notes as soon as possible after class.

Textbook Reading Tips:

Being able to read for content and take notes out of your textbook will allow for you to better understand big ideas and the vocabulary of the unit you are studying.

1. Get the “Big Picture” first. This means glancing through the chapter headings and subheadings.
2. Skim pages if you are looking for a general idea.
3. Read slowly if you are looking for details.
4. Read the summary paragraphs at the end of each section or chapter to get the general idea.
5. Use the SQ3R system (this system is best used over a period of a few days):
 - a. Skim: Skim the chapter before reading it. Be sure to pay attention to all pictures, charts, and diagrams.
 - b. Question: After skimming the chapter, write down two or three questions about the chapter or section.
 - c. Read: Read the chapter carefully while taking outline notes of what you are reading.
 - d. Review: Review your notes and use them to answer the questions you developed after you skimmed the chapter (“b” above).
 - e. Recite: Quiz yourself over the main concepts of the chapter.

Test-Taking Tips:

Using these tips will help you be more confident when taking your test and will help alleviate symptoms of test anxiety.

1. Before the test:
 - a. Have several study sessions prior to the test day.

- b. Do not cram the night before!
 - c. Anticipate/predict test questions. Creating a practice test can help with this.
 - d. Complete any review sheets a teacher gives you.
 - e. Review all notes, outlines, note cards, quizzes and/or review sheets for the current test materials.
 - f. Take a deep breath before entering the classroom and tell yourself that you will do well because you have prepared well.
2. During the test:
- a. Relax and take slow deep breaths if you need to calm yourself down.
 - b. Look over the entire test first.
 - c. Manage your time so that you are able to complete all sections.
 - d. Read all directions very carefully.
 - e. Answer questions you know first.
 - f. Circle questions you can't answer; go back and answer them last.
 - g. Review all your answers before turning in your test.
3. After the test:
- a. Read any comments made by your teacher.
 - b. Correct any wrong answers so you can use the test as a way to learn more about a subject...AND to study for finals.
 - c. Talk with your teacher if you have any questions about an answer.

Short Hand Tips:

Developing a short hand or abbreviation system will allow you to take notes in less time.

1. Abbreviate words by:
 - a. Dropping middle letters such as "cont'd" (continued).
 - b. Dropping endings of words such as "Oct." (October).
2. Use common symbols such as:
 - a. i.e. -- for "that is"
 - b. e.g. -- for "for example"
 - c. w/ -- for "with"
 - d. w/o -- for "without"
3. Develop your own common symbols for words that you use frequently in note taking.

Tips for Keeping Focused while Studying:

Keeping your body healthy and alert will make studying much easier and allow you to retain more information.

1. Take a short break. Get up and do something after studying for long periods of time. Stretch, take a walk, or get something to eat or drink.
2. After your break, go back to studying. Review your notes to get a fresh start on your subject.
3. Get plenty of sleep.
4. Eat a balanced diet.
5. Exercise regularly.
6. Take time out for fun!

<p>Unit 1 Title: Learning for Life</p> <p>Lesson Title: Making Your Own Master Calendar</p> <p>Lesson: Lesson 2 of 6</p> <p>Grade Level: 9</p> <p>Length of Lesson: 50 minutes</p> <p>Missouri Comprehensive School Counseling Big Idea: AD.4: Applying skills needed for educational achievement</p> <p>Grade Level Expectation (GLE): AD.4.B.09: Review and build upon self-management system and adjust to increase academic demands.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Academic Development</p>

Materials (include activity sheets and/ or supporting resources)

<p>Provide students with a school year calendar. (Students may already have one in their school planner.)</p> <p>Students may also make their own school year calendar by dividing paper into the 9 different months.</p>

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 4. Use technological tools and other resources to locate, select and organize information
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
X Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
Science	
Health/Physical Education	

	Fine Arts	
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Enduring Life Skill(s)

X	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will complete a personal master calendar for the current school year.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE.
 Assessment can be question answer, performance activity, etc.
 Completed Personal Master Calendar for the present school year.

Lesson Preparation

Essential Questions:
 How do I spend my time?

Engagement (Hook): Make up a high school announcement sheet with several time conflicts for activities. Discuss the time demands that each student has such as: homework, activities, family, friends, and chores.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Read announcements (real or fake), or have coaches/activity advisors interrupt and make announcements during the class.	1. Listen.
2. Ask students the steps they follow to plan their time.	2. Volunteers discuss how they plan their time.
3. Go over the school calendar with the class. Have students put their birthdays and other important dates on their calendars.	3. Students will write important dates on their calendars (end of quarters, special events).
4. Have school activity schedules available and share information with the students.	4. Students add information that is important to them.
5. Ask students to write dates important to them on their calendars.	5. Students continue to fill out calendars.
6. Discuss how conflicts may occur and how to avoid them.	6. Participate in a group discussion about conflicts and priorities.

Teacher Follow-Up Activities

At the beginning of each month ask the teacher to review calendars with students, or have students take out their Personal Master Calendars when announcements are read.

Counselor reflection notes (completed after the lesson)

<p>Unit 1 Title: Learning for Life</p> <p>Lesson Title: Strategies for Taking Standardized Timed Tests Lesson # 3 of 6</p> <p>Grade Level: 10</p> <p>Length of Lesson: 50 minutes</p> <p>Missouri Comprehensive School Counseling Big Idea: AD.4: Applying skills needed for educational achievement.</p> <p>Grade Level Expectation (GLE): AD.4.A.10: Assess and apply educational skills necessary to progress toward life-long learning goals.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Academic Development</p>

Materials (include activity sheets and/ or supporting resources)

<p>Individual student reports from standardized tests <i>PLAN</i> PowerPoint presentation (may be downloaded from www.act.org/plan.index.html) <i>PSAT/NMSQT</i> DVD presentation (may found at www.collegeboard.com) Test Prep information may downloaded from either website listed above</p>

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 4. Use technological tools and other resources to locate, select and organize information
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
X Mathematics	3. Data analysis, probability and statistics 6. Discrete mathematics (such as graph theory, counting techniques, matrices)

X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

Using standardized test score reports, the student will evaluate personal academic strengths and weaknesses. The student will list at least three ways he/she will use test information to improve academic skills and standardized test scores.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE.
Assessment can be question answer, performance activity, etc.
 Students list or discuss possible ways to improve their test scores.

Lesson Preparation

Essential Questions:
 How do study strategies lead to \$\$ (dollars) for post-secondary education?
 What study strategies do I use in order to best prepare myself for standardized test?

Engagement (Hook):
 Counselor leads a discussion of what programs colleges and universities use as their minimum cut off scores on standardized tests for scholarship money. Counselors can also bring in scholarship applications listing the criteria for earning those scholarships. Be sure to pay careful attention to the standardized test score requirements.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor will present the minimum cut off scores for scholarship money as well as criteria for specific scholarships available.	1. Students will observe and look over the scholarship information.
2. Students' individual score reports will be handed out.	2. Students will look over their score reports.
3. Counselor will begin a discussion about individual score reports. The use of the	3. Students participate in the discussion.

<p><i>PLAN</i> PowerPoint or <i>PSAT</i> DVD presentation may be used to enhance information.</p> <p>4. Counselor will discuss using individual test results to identify academic strengths and weaknesses. This knowledge will be used to develop a plan for improving academic skills as well as their standardized test scores.</p> <p>5. Introduce websites (listed above in the Materials section) for students to visit.</p> <p>6. Counselor will ask students to list at least 3 ways they will use knowledge about the importance of test scores and their individual results to help them improve their academic skills and their standardized test scores.</p>	<p>4. Students will offer input as to ways to improve their own academic skills and standardized test scores.</p> <p>5. If computers are available, students may access the test- prep websites. If not, test prep information from the test publisher may be given distributed to students.</p> <p>6. Students will list at least 3 ways they will use their test information to help themselves improve their academic scores and their standardized test scores.</p>
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Teacher Follow-Up Activities

Teachers can post notices listing upcoming testing dates for standardized tests. Core area teachers may choose to put together a Prep Course in order to work with students to improve their academic skills and to improve their standardized test scores.

Counselor reflection notes (completed after the lesson)

<p>Unit 1 Title: Learning for Life</p> <p>Lesson Title: Prioritizing Time Lesson: 4 of 6</p> <p>Grade Level: 10</p> <p>Length of Lesson: 50 minutes</p> <p>Missouri Comprehensive School Counseling Big Idea: AD.4: Applying skills needed for educational achievement.</p> <p>Grade Level Expectation (GLE): AD.4.B.10: Assess and apply a self-management system to meet increased academic demands.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Academic Development</p>
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Materials (include activity sheets and/ or supporting resources)

<p>Student planners</p> <p>Index Cards</p>
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Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</p>
	<p>Goal 2: Communicate effectively within and beyond the classroom</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>2. Develop and apply strategies based on ways others have prevented or solved problems</p> <p>4. Evaluate the processes used in recognizing and solving problems</p> <p>6. Examine problems and proposed solutions from multiple perspectives</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions</p> <p>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</p>

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X	<p>Communication Arts</p> <p>1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)</p> <p>6. Participating in formal and informal presentations and discussions of issues and ideas</p>
	<p>Mathematics</p>
X	<p>Social Studies</p> <p>7. The use of tools of social science inquiry (such as</p>

		surveys, statistics, maps, document)
X	Science	7. Processes of scientific inquiry (such as formulating and testing hypotheses)
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will apply the concept of time management by identifying his/her top four priorities/commitments; creating list of priorities/commitments; and identifying strategies for making sure priorities/commitments are scheduled.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
 Students will create a list of their top 4 time priorities/commitments.

Lesson Preparation

Essential Questions:
 How do I avoid time conflicts in my daily schedule? What are my priorities?

Engagement (Hook): Role play an argument between the teacher and counselor in which one of them plays the role of the student and one plays the role of the teacher. The argument will center on the following scenario:

The student approaches the teacher wanting to miss a very important club/activity meeting after school due to the student having to work. The teacher will inform the student that missing the meeting means he or she will be kicked out of the club/activity due to too many absences. The student will get upset and storm away from the teacher.

This hook is designed to show students how lack of planning may set them up for conflicts.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. After the hook, ask students how the conflict could have been avoided.	1. Group discussion about ways the conflict could have been avoided.
2. Ask students to recall and write (on an index card) a situation in which they were	2. Students will write a description of their situations and the action taken to resolve

<p>supposed to be in two places at one time and what they did.</p> <p>3. Put all responses in a hat and pull out a situation, volunteers will act out the situation. Alternative: Put students in groups of four. Each group has a different situation that is acted out before the other groups.</p> <p>4. Discussion Questions: How did it feel to have the time conflict? How did the person decide which time demand to honor?</p> <p>5. Have students list their top 4 time priorities/commitments (e.g. family time, study time)</p> <p>6. The priority/commitment lists may be collected and assessed. If collected, make copy and return copy to the students.</p>	<p>time conflict.</p> <p>3. Students participate in/observe/discuss skits.</p> <p>4. Group discussion, regarding priorities, commitments and decision-making.</p> <p>5. Make list of priorities/commitments and strategies for making sure priorities/commitments are met.</p> <p>6. Students will turn in the list of their top 4 priorities.</p>
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Teacher Follow-Up Activities

Discuss specific class, work, family, and/or other time priorities.

Counselor reflection notes (completed after the lesson)

<p>Unit 1 Title: Learning for Life</p> <p>Lesson Title: Progressing Toward Graduation Lesson: 5 of 6</p> <p>Grade Level: 11</p> <p>Length of Lesson: 50 minutes</p> <p>Missouri Comprehensive School Counseling Big Idea: AD.4: Applying skills needed for educational achievement.</p> <p>Grade Level Expectation (GLE): AD.4.B.11: Consistently utilize a self-management system and adjust to increased academic demands.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Academic Development</p>
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Materials (include activity sheets and/ or supporting resources)

<p><i>Personal Plans of Study</i> and credit checks</p>

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</p>
	<p>Goal 2: Communicate effectively within and beyond the classroom</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>3. Develop and apply strategies based on one’s own experience in preventing or solving problems</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</p> <p>8. Explore, prepare for and seek educational and job opportunities</p>

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X	<p>Communication Arts</p> <p>1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)</p> <p>6. Participating in formal and informal presentations and discussions of issues and ideas</p>
	<p>Mathematics</p>
	<p>Social Studies</p>
	<p>Science</p>
	<p>Health/Physical Education</p>

	Fine Arts	
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Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will review and evaluate his/her *Personal Plan of Study* and credit checks to ensure progression toward meeting graduation requirements and postsecondary goals.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
 Students will engage in a self-assessment of the alignment of graduation requirements, post-secondary goals with the courses they have completed and the grades they have earned to make sure they will graduate on time.

Lesson Preparation

Essential Questions:
 What do I still need to do in high school to be successful and attain my goals after graduation?

Engagement (Hook): Have students write a short paragraph that, in general, states what they will be doing after graduation. Have volunteers share their information with the class. Ask those students who shared to explain how they will go about doing what they wrote about.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Ask volunteer students to describe how they plan to achieve graduation goals. 2. Discuss the possible options students have after graduation. Four-year College/ University, Two-year College/Technical School, Work, and the Military. Ask students to indicate, if they have not already, which one of those areas they are planning on going into after graduation. 3. Class discussion over what has to be accomplished in high school in order for their goals to be attained. 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students will read their paragraphs and describe how they plan to attain those goals. 2. Students write down which of the four areas they will be going into after graduation and how that choice will help them attain the goals they identified in #1. 3. Students give suggestions as to what they need to do in order to meet their post-secondary goals.
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4. Pass out student <i>Personal Plans of Study</i> and credit checks and go over the plans with the students.	4. Students will review information on their plans and adjust their plans according to what their post-secondary plans are.
5. Have students list what they need to do in order to graduate and prepare themselves for their post-secondary goals.	5. Students list what they still need to do to graduate and prepare for future education or training.

Teacher Follow-Up Activities

Teachers may choose to have their students write a short paper that will outline their goals and describe the steps needed to attain them.

Counselor reflection notes (completed after the lesson)

Unit 1 Title: Learning for Life	
Lesson Title: Self Assessment of Time Management, Study and Test-Taking Skills	Lesson 6 of 6
Grade Level: 12	
Length of Lesson: 1 to 2 class periods	
Missouri Comprehensive School Counseling Big Idea: AD.4: Applying skills needed for educational achievement	
Grade Level Expectations (GLEs): AD.4.A.12: Achieve educational levels necessary to teach, maintain, and continue with individual life-long learning goals. AD.4.B.12: Exhibit self-management skills necessary for educational achievement.	
American School Counselor Association (ASCA) Mindsets and Behaviors: Academic Development	

Materials (include activity sheets and/ or supporting resources)

9-12 Summative Evaluation for AD 4

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, document)
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will write a personal essay in which he/she will consider and analyze the skills he/she has developed during his/her school experience to help him/her be a life-long learner.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The 3-part summative self-evaluation for the Learning for Life Unit is conducted in the 12th grade. The assessment culminates the work that students have completed in prior grades and encourages students to reflect and project regarding the knowledge and skill required to successfully achieve their goals and continue as life-long learners. The assessment follows this lesson. It may be photocopied for your students' use.

Lesson Preparation

Essential Question: How do time management, study, and test-taking skills influence life long learning and your attainment of personal goals?

Engagement (Hook): How do you rate yourself? Show me 5, 4, 3, 2, 1 (5 being the highest, 1 being the lowest) in each area by holding up your number of self-rating.
 Self Management -Show Me. (watch for students' ratings)
 Study Skills -Show Me. (watch for students' ratings)
 Testing Taking Skills - Show Me. (watch for students' ratings)

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. The counselor will give each senior Part	1. Students will rate themselves <i>Good</i> ,

<p>One of the <i>9-12 Summative Self-Evaluation for AD 4</i>. Part One allows for each senior to rate himself or herself in the areas of time management, study skills, and test-taking skills.</p> <ol style="list-style-type: none"> 2. The counselor will lead a brief discussion of the skills that were rated as the highest and which were rated as the lowest. 3. The counselor will administer Part Two of the <i>9-12 Summative Self-Evaluation for AD 4</i>. Part Two allows each student to identify and discuss situations in which specific skills were used and situations in which he or she didn't have the specific skills to be successful. 4. The counselor will lead a brief discussion about skills successful learners use. During the discussion, stress the need to continue to maintain strong skills as well as develop weaker skills in order to be a successful life-long learner. 5. The counselor will administer Part Three of the <i>9-12 Summative Self-Evaluation for AD 4</i>. Part Three encourages learners to project how they will use the three skill areas (Time Management, Study Skills, Test-taking Skills) to achieve post-secondary goals and life-long learning. 6. The counselor will work with the Communication Arts teacher to devise a possible grading system for the personal essays. It is recommended that the counselor collect the students' <i>AD 4 Summative Self-Evaluation</i>, copy them and place one in the student's permanent folder and return the original to student. 	<p><i>Average, or Poor</i> for 27 skills they have learned throughout their educational experience.</p> <ol style="list-style-type: none"> 2. In pairs students will describe their strongest and weakest skills and discuss the implications for their success with their partners. 3. Students will give examples of times in which they used their stronger skills to be a successful learner as well as times they were not successful because their skills were not as strong or were not acquired. Students will complete a chart on which they list skills that will be important to them for their post-secondary choices. 4. Students will volunteer responses during the discussion and brainstorm possible ways to improve their weaker skills. 5. Students will write a personal essay in which they hypothesize how the skills they have learned in their educational experience will help them achieve their post-secondary goals and continue to be a lifelong learner. 6. Students submit their completed <i>AD 4 Summative Self-Evaluation</i>, so the counselor can copy them and return the original to student.
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Teacher Follow-Up Activities

One possible follow-up activity would be for teachers to discuss skills that students feel comfortable using when they are out of high school and skills that they feel they should continue to develop. Teachers may be able to incorporate these skills into future lessons to help the students continue to develop.

Counselor reflection notes (completed after the lesson)

NAME: _____ GRADE: _____ DATE: _____

**9-12 SUMMATIVE SELF-EVALUATION FOR AD 4
Applying Skills Needed for Educational Achievement
PART 1: LIFE-LONG LEARNING SKILLS SURVEY**

1. How do you rate yourself on the following self-management skills? (Circle answer)

- | | | | |
|---|------|---------|------|
| a. Writing down assignments/tests/projects | Good | Average | Poor |
| b. Turning in homework on time | Good | Average | Poor |
| c. Getting academic help when needed | Good | Average | Poor |
| d. Having a scheduled studying time | Good | Average | Poor |
| e. Keeping my school and personal materials organized | Good | Average | Poor |
| f. Having a place at home to study with materials | Good | Average | Poor |
| g. Managing my time during my daily schedule | Good | Average | Poor |
| h. Attending school regularly | Good | Average | Poor |
| i. Being on time to school and/or work | Good | Average | Poor |

2. How do you rate yourself on the following study-skills? (Circle answer)

- | | | | |
|--|------|---------|------|
| a. Listening actively in class | Good | Average | Poor |
| b. Asking questions in class | Good | Average | Poor |
| c. Reviewing class notes | Good | Average | Poor |
| d. Knowing/understanding topic-specific vocabulary | Good | Average | Poor |
| e. Being prepared for class | Good | Average | Poor |
| f. Outlining readings from textbooks | Good | Average | Poor |
| g. Taking effective notes | Good | Average | Poor |
| h. Working with others in small groups | Good | Average | Poor |
| i. Identifying personal learning style | Good | Average | Poor |
| j. Adapting to different teaching styles | Good | Average | Poor |

3. How do you rate yourself on the following test-taking skills? (Circle answer)

- | | | | |
|---|------|---------|------|
| a. Knowing how to develop a test-taking plans | Good | Average | Poor |
| b. Identifying key words in true/false questions | Good | Average | Poor |
| c. Knowing strategies for multiple-choice questions | Good | Average | Poor |
| d. Knowing how to write essay responses | Good | Average | Poor |
| e. Knowing how to write a constructed response | Good | Average | Poor |
| f. Having strategies for taking timed tests | Good | Average | Poor |
| g. Being prepared for open-note tests | Good | Average | Poor |
| h. Checking your test answers | Good | Average | Poor |
| i. Knowing strategies to relieve test anxiety | Good | Average | Poor |

4. Please list the skill that you think you are the best prepared for each in of the areas.

Self-Management Skill: _____

Study-Skill: _____

Test-Taking Skill: _____

5. Please list the skill that you think you are the least prepared for in each of the areas.

Self-Management Skill: _____

Study-Skill: _____

Test-Taking Skill: _____

NAME: _____ GRADE: _____ DATE: _____

9-12 SUMMATIVE SELF-EVALUATION FOR AD 4
Applying Skills Needed for Educational Achievement
PART 2: SELF-EVALUATION OF LIFE-LONG LEARNING SKILLS

1. After looking at the skills you are best at in each area and the skills you are least prepared for in each area:

A. Describe in detail a situation in which you used one of your stronger skills to be a successful learner.

B. Describe in detail a situation in which you could have been more successful if you had been able to use a skill you didn't possess at the time (e.g. planning for priorities).

NAME: _____ GRADE: _____ DATE: _____

9-12 SUMMATIVE SELF-EVALUATION FOR AD 4

Applying Skills Needed for Educational Achievement

PART 3: DESCRIBING HOW SKILLS WILL BE USED AS A LIFE-LONG LEARNER

Write a personal essay in which you hypothesize how the skills you have developed during your school experience will help you continue to be a life long learner. Be sure to include specific skills and examples. This essay should contain proper spelling, grammar and punctuation. Please make your essay as long as needed to voice your opinion.

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.

<p>UNIT DESCRIPTION: Learning for Life</p> <p>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.</p>		<p>SUGGESTED UNIT TIMELINE: 6 (2 lessons each for grades 9, 10; 1 lesson each for grades 11, 12)</p> <p>CLASS PERIOD (min.): 1 to 2 class periods</p>				
<p>ESSENTIAL QUESTIONS:</p> <p>1. How do people develop habits?</p>						
<p>ESSENTIAL MEASURABLE LEARNING OBJECTIVES</p>	<p>CCSS LEARNING GOALS (Anchor Standards/Clusters)</p>	<p>CROSSWALK TO STANDARDS</p>				
		<p>GLEs/CLEs</p>	<p>PS</p>	<p>CCSS</p>	<p>OTHER ASCA</p>	<p>DOK</p>
<p>1. The student will evaluate personal study skills, using the <i>Personal Study Skills and Habits Review Survey</i> and <i>Study Skills Tip Sheet</i>.</p>		<p>AD.4.A.09: Review and build upon educational skills necessary to progress toward life-long learning goals.</p> <p>AD.4.B.09: Review and build upon a self-management system and adjust to increased academic demands.</p> <p>AD.4.A.10: Assess and apply educational skills necessary to progress toward individual life-long learning goals.</p> <p>AD.4.B.10: Assess and apply a self-management system to meet increased academic demands.</p>		<p>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</p>	<p>AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p>	<p>DOK 3</p> <p>DOK 4</p> <p>DOK – 4</p> <p>DOK - 4</p>

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

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

5	Lesson 4 Grade 10 Prioritizing Time				
6	Lesson 5 Grade 11 Progressing Toward Graduation				
7	Lesson 6 Grade 12 Self Assessment of Self-Management, Study and Test-Taking Skills				
8					
	<p><u>Direct:</u></p> <input checked="" type="checkbox"/> Structured Overview (Ls. 1) <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Explicit Teaching (Ls. 3) <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls. 3) <input type="checkbox"/> Didactic Questions <input checked="" type="checkbox"/> Demonstrations (Ls. 2) <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<p><u>Indirect:</u></p> <input checked="" type="checkbox"/> Problem Solving (Ls. 2-3) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input checked="" type="checkbox"/> Inquiry (Ls. 5) <input checked="" type="checkbox"/> Reflective Discussion (Ls. 3-5-6) <input checked="" type="checkbox"/> Writing to Inform (Ls. 5) <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input checked="" type="checkbox"/> Concept Attainment (Ls. 4-5-6) <input type="checkbox"/> Cloze Procedure	<p><u>Experiential:</u></p> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing (Ls. 4) <input type="checkbox"/> Model Building <input checked="" type="checkbox"/> Surveys (Ls. 1-6)	<p><u>Independent Study</u></p> <input checked="" type="checkbox"/> Essays (Ls. 6) <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<p><u>Interactive Instruction</u></p> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing (Ls. 4) <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 2-4-5) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 6) <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 3-4) <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES:					
Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/					