**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:** What Do First Graders Look and Act Like?

First graders must develop skills to transition from Kindergarten. In this unit, first graders will discuss behaviors and the counselor will write these on a “model student” drawn on chart paper or paper taped together. Then students will copy or write the behaviors on their individual activity sheets.

**SUGGESTED UNIT TIMELINE:** 2 Lessons

**CLASS PERIOD (min.):** 30 minutes each

**ESSENTIAL QUESTIONS:**

1. How do expectations change?

**ESSENTIAL MEASURABLE LEARNING OBJECTIVES**

<table>
<thead>
<tr>
<th>ESSENTIAL MEASURABLE LEARNING OBJECTIVES</th>
<th>CCSS LEARNING GOALS (Anchor Standards/Clusters)</th>
<th>CROSSWALK TO STANDARDS</th>
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</thead>
<tbody>
<tr>
<td>1. The student will name two thoughts or activities that are associated with a first grader.</td>
<td>AD.5.A.01: Identify increased school expectations.</td>
<td>RF.1.2  W.1.8  SL.1.1  SL.1.2  SL.1.3  SL.1.4  SL.1.6  L.1.1  L.1.5  L.1.6  AD A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.</td>
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<tr>
<td>2. The student will identify and write six activities associated with first graders.</td>
<td>AD.5.A.01</td>
<td>RF.1.2  W.1.8  SL.1.1  SL.1.2  SL.1.3  SL.1.4  SL.1.5  SL.1.6  L.1.1  L.1.5  L.1.6  AD A</td>
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### ASSESSMENT DESCRIPTIONS*

The student will identify activities and expectations for students in first grade and write them on an activity sheet.

#### Obj. # INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)

<table>
<thead>
<tr>
<th></th>
<th>Direct</th>
<th>Indirect</th>
<th>Experiential</th>
<th>Independent study</th>
<th>Interactive Instruction</th>
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#### Obj. # INSTRUCTIONAL ACTIVITIES: (What Students Do)

<table>
<thead>
<tr>
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<th>See Lessons:</th>
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<tbody>
<tr>
<td>1</td>
<td>Lesson 1 Portrait of a First Grader</td>
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<tr>
<td>2</td>
<td>Lesson 2 “I am a First Grader”</td>
</tr>
</tbody>
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#### Direct:
- Structured Overview
- Lecture
- Explicit Teaching
- Drill & Practice
- Compare & Contrast
- Didactic Questions
- Demonstrations
- Guided & Shared reading, listening, viewing, thinking

#### Indirect:
- Problem Solving
- Case Studies
- Reading for Meaning
- Inquiry
- Reflective Discussion
- Writing to Inform
- Concept Formation (Ls. 2)
- Concept Mapping
- Concept Attainment
- Cloze Procedure

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

#### Independent Study:
- Essays
- Computer Assisted Instruction
- Journals
- Learning Logs
- Reports
- Learning Activity Packages
- Correspondence Lessons
- Learning Contracts
- Homework
- Research Projects
- Assigned Questions
- Learning Centers

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