**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: Fourth Grade Transitioning

Fourth grade students need a number of appropriate skills and behaviors in order to be successful.

In Lesson 1, the counselor sets the stage by reading several statements, which represent a range of behaviors from inappropriate to appropriate. Students participate in a game of Tic-Tac-Toe and check their responses in a class discussion when the game is complete.

In Lesson 2, the counselor brings a book bag filled with success related items that will help or hinder a student’s success (books, electronic games, or ruler). Through small group discussion, students generate a list of items for a fourth grader to have at school in his/her book bag and the reasoning for each item.

SUGGESTED UNIT TIMELINE: 2 Lessons

CLASS PERIOD: 30 minutes each

ESSENTIAL QUESTIONS:

1. How can behaviors be appropriate or inappropriate?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES

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<th>CCSS LEARNING GOALS (Anchor Standards/Clusters)</th>
<th>CROSSWALK TO STANDARDS</th>
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<td>GLEs/CLEs</td>
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1. The student will identify four behaviors that are related to being successful in the fourth grade.

AD.5.A.04: Refine and apply strategies emphasizing individual responsibility for educational tasks and skills.

RF.4.3
SL.4.1
L.4.1
L.4.3
L.4.4
L.4.5
L.4.6

AD A
Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the Level 4
2. The student will name five items to have at school and the reasons that each is appropriate.

**ASSESSMENT DESCRIPTIONS**: 

Students will discuss and display appropriate fourth grade behavior and have only appropriate fourth grade items at school.

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

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

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**Direct:**  
- Structured Overview  
- Lecture  
- Explicit Teaching  
- Drill & Practice  
- Compare & Contrast  
- Didactic Questions  
- Demonstrations  
- Guided & Shared (Ls. 1)  
- Reading, Listening.

**Indirect:**  
- Problem Solving  
- Case Studies  
- Reading for Meaning  
- Inquiry  
- Reflective Discussion  
- Writing to Inform  
- Concept Formation  
- Concept Mapping

**Experiential:**  
- Field Trips  
- Narratives  
- Conducting Experiments  
- Simulations  
- Games (Ls. 1)  
- Storytelling  
- Focused Imaging  
- Field Observations

**Independent Study:**  
- Essays  
- Computer Assisted Instruction  
- Journals  
- Learning Logs  
- Reports  
- Learning Activity Packages  
- Correspondence Lessons

**Interactive Instruction:**  
- Debates  
- Role Playing  
- Panels  
- Brainstorming  
- Peer Partner Learning  
- Discussion (Ls. 1, 2)  
- Laboratory Groups  
- Think, Pair, Share
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**UNIT RESOURCES:**