

Documents Used in Developing the Transitions Unit

Illinois Learning Standards:

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

1B - Recognize personal qualities and external supports.

1. Identify possible career and volunteer opportunities based on your identified interests and strengths.
2. Identify things about yourself and situation that you cannot change and devote your energy to something you can change.
3. Establish criteria for deciding which of two sports or other activities to engage in.
4. Make a plan to improve your performance in a school subject or area of family responsibility.
5. Evaluate how various experiences (e.g., summer jobs or volunteer work) have contributed to developing an interest or skill.
6. Differentiate among relationship factors that impact personal and career goals.

1C – Demonstrate skills related to achieving personal and academic goals.

1. Identify who helped you and how in achieving a recent goal.
2. Analyze why you were or were not able to overcome obstacles in working on a recent goal.
3. Analyze the impact of an unforeseen opportunity on achieving a goal.
4. Analyze why scheduling conflicts might require you to change the time frame for achieving a goal.
5. Analyze how using illegal substances could interfere with achievement of a long-term goal.
6. Analyze how academic achievement can contribute to achievement of a long-term goal.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

3A – Consider ethical, safety, and societal factors in making decisions.

1. Explain how to reduce negative outcomes in risky situations.
2. Explain how laws reflect social norms and affect our personal decision-making.
3. Analyze how personal decisions can affect your health and the health of others.
4. Examine how the depiction of violent acts in the media and entertainment might impact individuals and groups.
5. Show how social norms influence how we behave in different settings (e.g., hospitals, restaurants, sporting events).
6. Promote alcohol-free social events among peers.

3B - Apply decision-making skills to deal responsibly with daily academic and social situations.

1. Identify effective time management and organizational skills.
2. Identify resources that facilitate academic success and social functioning.
3. Describe the causes and effects on others of one of your behaviors.
4. Evaluate how the decisions you make about studying affect your academic achievement.
5. Evaluate the impact of considering safety factors on relationships.
6. Evaluate how ethical conduct might improve valued relationships.
7. Demonstrate how peers can help one another avoid and cope with potentially dangerous situations.

3C - Contribute to the well-being of one's school and community.

1. Identify possible service projects to do within your school.
2. Identify possible service projects to do within your community.
3. Explain how one's decisions and behaviors affect the well being of one's school and community.
4. Describe how various organizations contribute to the well-being of your community.
5. Evaluate the impact on yourself and others of your involvement in a activity to improve your school or community.
6. Evaluate how you might improve your participation in a service project in your school or community.

District #113 Learning for Life Abilities:

We want our graduates to be **complex thinkers** who:

- Make good decisions and solve problems in a timely manner based upon a mixture of analysis, experience, and judgment.
- Make connections among ideas, information, and experience.
- Generate creative ideas.

We want our graduates to demonstrate **personal wellness** by being people who.

- Make choices that reflect balanced priorities.
- Maintain physical health through exercise, nutrition, relaxation, and sleep.
- Develop emotional and mental health through a deeper understanding of self.

We want our graduates to **care for the human spirit** by being people who:

- Appreciate beauty.
- Respond to nature.
- Embrace the arts.
- Find joy and build optimism in life.

District #113 Guiding Principles:

3. Construction of Knowledge – The successful learner can link new information with existing knowledge in meaningful ways.

Knowledge widens and deepens as students continue to build links between new information and experiences and their existing knowledge base. The nature of these links can take a variety of forms, such as adding to, modifying, or reorganizing existing knowledge or skills. How these links are made or develop may vary in different subject areas, and among students with varying talents, interests, and abilities. However, unless new knowledge becomes integrated with the learner's prior knowledge and understanding, this new knowledge remains isolated, cannot be used most effectively in new tasks, and does not transfer readily to new situations. Educators can assist learners in acquiring and integrating knowledge by a number of strategies that have been shown to be effective with learners of varying abilities, such as concept mapping and thematic organization or categorizing.

7. Motivational and Emotional Influences on Learning – What and how much is learned is influenced by the learner's motivation. Motivation to learn, in turn is influenced by the individual's emotional states, beliefs, interests and goals, and habits of thinking.

The rich internal world of thoughts, beliefs, goals, and expectations for success or failure can enhance or interfere with the learner's quality of thinking and information processing. Students' beliefs about themselves as learners and the nature of learning have a marked influence on motivation. Motivational and emotional factors also influence both the quality of thinking and information processing as well as an individual's motivation to learn. Positive emotions, such as curiosity, generally enhance motivation and facilitate learning and performance. Mild anxiety can also enhance learning and performance by focusing the learner's attention on a particular task. However, intense negative emotions (e.g., anxiety, panic, rage, insecurity) and related thoughts (e.g., worrying about competence, ruminating about failure, fearing punishment, ridicule, or stigmatizing labels) generally detract from motivation, interfere with learning, and contribute to low performance.

Websites:

Illinois Learning Standards

http://www.isbe.state.il.us/ils/social_emotional/standards.htm

Frequently Asked Questions About Social and Emotional Learning

http://www.isbe.state.il.us/ils/social_emotional/pdf/sel_learning_faq.pdf

Other Websites on Social and Emotional Learning Recommended by the Illinois State Board of Education:

http://www.isbe.state.il.us/ils/social_emotional/outside_resources.htm

<http://www.casel.org/home/index.php>

Articles and Other Publications:

Cushman, Kathleen. "Help Us Make the 9th Grade Transition." Educational Leadership. April 2006. pp. 47 – 51.

Lampert, Joan. "Easing the Transition to High School." Educational Leadership. April 2005. pp. 61 – 63.

Champeau, Ryan. "Doing Advisories." Principal Leadership. March 2006. Vol. 6, No. 7, pp. 22 – 26.