ACADEMIC ELIGIBILITY

LESSON 6-10 ▲ ACADEMIC PROGRESS REVIEW

**LEARNING GOALS/OUTCOMES**

* Identify factors contributing to mid-year academic achievement
* Analyze mid-year academic progress and develop improvement goals
* Write a mid-year report on personal academic and activity goals

**MATERIALS NEEDED**

* **Student Handouts:**
* Mid-Year Check-Up
* Journal Page
* **Knowledge of report card schedule and 6th grade passing standards for your school**
* **A sample report card with no student name on it**
* ***My 6th Grade Goals Worksheet* from Lesson 6-2**

**CLASSROOM ACTIVITIES**

1. **Students compare academic check-ups to their annual medical check-up.** Explain to students that it is necessary to get regular check-ups with the doctor to make sure that their body is healthy. The doctor will check all the vital body parts and if something isn’t working properly, she or he will help people to set goals to improve. In each student’s school work, they also need to do an academic check-up. Today, we are giving their 6th grade progress in courses and activities a check-up.
2. **Students outline the importance of keeping their support network up-to-date on personal progress.** Tell students that it is wise to keep the people who support them informed about their progress. This is especially true when things are not going according to plan. Informed supporters are more likely to provide assistance. They are also more likely to accept what has not been accomplished if someone is up front about it, and can explain how they plan to make things better.
3. **Students review the academic structure and grading practices of middle school**. Review your schools academic structure (quarters/semesters/trimesters) and the grading policy. Make sure students understand when grades are sent home and what a student must achieve to be considered “passing” or “in good academic standing.”
4. **Students review their recent grade accomplishments.** Hand students their most recent grade report (progress report or report card.) Use a sample progress report or report card (one with no name or other recognizable data) and place under the document camera. Go over the report so students understand the different parts and any codes or data.
5. **Students identify factors that contribute to achievement.** Put students into groups of four or five. Ask them to identify anything that contributes to school achievement. Tell them you expect them to list at least 20 different influences on achievement. After several minutes of brainstorming, ask each student to name one influence from their group’s list. If other groups hear an influence on achievement that was not on their list, they should add it.

Remaining within their same group, ask students to reach consensus (all must agree) on the top five influences on student achievement. After some discussion, ask one member of each group to write their top influences on the board. Ask students to review all lists and identify common answers**.**

1. **Students summarize personal progress at the half-year.** Ask students to return to their desk**.** Have them look for the *My 6th Grade Goals* worksheet from Lesson 6-2 “Welcome to Middle School”. On this worksheet, they set academic and activity goals. Give students a few minutes to look these over.

Distribute a copy of the *Mid-Year Check-Up* handout to each student. Have them write down each of the goals they set in the *My 6th Grade Goals* worksheet. Have them assess their success for each goal. Ask them to identify and write the next steps for each goal. Encourage them to consider what they know are key influences on student success at school. If they are doing well, what can they do better? Would they consider helping other students as a peer tutor? If any goals are just “okay” or “need help,” help them to identify concrete steps to improve upon those goals.

1. **Students reflect on their achievement so far.** Remind students that 6th grade is very different from elementary school. Ask them to think for a minute about 6th grade. On their Journal Page, answer the following questions: What one word sums up how you feel about your accomplishments in the first part of the school year? Explain why you chose that word. What has been the hardest challenge in 6th grade so far? What do you need to do differently to maintain or improve your level of success?

**STUDENT PRODUCTS**

* **Completed *Mid-Year Check-Up***
* **Completed *Journal Page*** reflecting on the challenges of 6th grade so far

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LESSON 6-10 STUDENT HANDOUT

 MID-YEAR CHECK-UP

***How am I doing so far?*** Sixth grade is now half over. Let’s take some time to see how you are doing. You set goals for your academics and activities. Look back at your *My 6th Grade Goals* worksheet. Look at each of your goals. How are you doing on them?

**ACADEMIC GOALS**

**Goal #1** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Doing Great!
* Okay
* Could be better.
* Need help!

**Next step for this goal:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Goal #2** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Doing Great!
* Okay
* Could be better.
* Need help!

**Next step for this goal:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Goal #3** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Doing Great!
* Okay
* Could be better.
* Need help!

**Next step for this goal:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ACTIVITY GOALS**

**Goal #4** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Doing Great!
* Okay
* Could be better.
* Need help!

**Next step for this goal:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Goal #5** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Doing Great!
* Okay
* Could be better.
* Need help!

**Next step for this goal:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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LESSON 6-10 STUDENT HANDOUT

 JOURNAL PAGE

**DATE:**

**Lesson 6-12 | *ACADEMIC PROGRESS REVIEW***

***Q1:*** What one word sums up how you feel about your accomplishments in the first part of the school year? Explain why you chose that word.

***Q2:*** What has been the hardest challenge in 6th grade so far?

***Q2:*** What do you need to do differently to maintain or improve your level of success?

***Answers:***