

<b>Unit #1 Title:</b> Applying the Skills of Transitioning Between Educational Levels	
<b>Lesson Title:</b> Exploration of Post-Secondary Options	<b>Lesson:</b> 2 of 4
<b>Grade Level:</b> 10	
<b>Length of Lesson:</b> 55-70 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> AD.5: Applying the Skills of Transitioning Between Educational Levels	
<b>Grade Level Expectation (GLE):</b> AD.5.A.10.a.i: Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options.	
<b>American School Counselor Association National Standard (ASCA):</b> Academic Development B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college. C: Students will understand the relationship of academics to the world of work and to life at home and in the community.	

**Materials (include activity sheets and/ or supporting resources)**

Computer access for each student or several copies of college guides such as <u>Peterson’s Guide</u> Alumni of your school Written instructions for navigating the selected program, such as KUDER, Choices, or Discover (ACT) and a sample analysis sheet for chosen program. Or websites where student may do a college search ( <a href="http://www.act.org">www.act.org</a> <a href="http://www.collegeview.com">www.collegeview.com</a> <a href="http://www.petersons.com">www.petersons.com</a> to name a few).
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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 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend and evaluate written, visual and oral presentations and works 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
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 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
	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	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

**Lesson Assessment (acceptable evidence):**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.</b></p> <p>Assessment of this lesson will be through analysis and discussion of personal computer print out from various inventories such as Kuder, PLAN, ASVAB, Choices, Discover, etc.                      Complete a list of personal options and requirements to transition into those options.</p>
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**Lesson Preparation**

<p><b>Essential Questions:</b>                      How will my life be different this year?</p> <p><b>Engagement (Hook):</b>                      Have two or three Alumni of your school come back and explain how they chose the college or school they are attending.</p>
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**Procedures**

<p><b>Counselor Procedures:</b></p> <ol style="list-style-type: none"> <li>1. Introduce Graduates and have them discuss how they made their post-secondary choices.</li> <li>2. Ask students to cite admissions requirements to colleges familiar to them. Ask students to discuss alternatives to four year universities. Some suggestions include employment, community college, engineering and technical colleges, vocational-technical school, fine arts schools, nursing school, business school, military.</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Students will listen.</li> <li>2. Students will discuss how college admission requirements differ from high school diploma requirements and the requirements of other types of schools or training programs.</li> </ol>
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<p>3. With the class, develop a list of personal information about the applicant a college or employer may require. Some suggestions are:</p> <ul style="list-style-type: none"><li>• GPA</li><li>• Class rank</li><li>• ACT/SAT scores</li><li>• High school curriculum</li><li>• Extracurricular and community activities</li><li>• Honors and awards earned</li><li>• Work experience</li><li>• Community service/volunteerism</li><li>• Leadership positions</li><li>• Essay</li><li>• Resume</li></ul>	<p>3. Students will brainstorm information a college or employer may require.</p>
<p>4. Counselors will help students to conduct a computer search of college/job requirements.</p>	<p>4. Students will complete a career and/or college search identifying their own special needs, talents, and requirements.</p>
<p>5. Have students make a list of 2 to 3 interesting options and describe the information they will need to transition into the next stage of their lives (college, training, work, military.)</p>	<p>5. Students will write an essay about their transitional needs.</p>
<p>6. Collect, review and return essays.</p>	

**Teacher Follow-Up Activities**

Have students make a collage using pictures out of old magazines to show the things they do that will someday help them get a job or into a college. Display collages in the room.

**Counselor reflection notes (completed after the lesson)**