

Unit #1 Title: Great Expectations!

Grade Level: 6 & 7

Number of Lessons in Unit: 2

Time Required for each lesson: 50 minutes

Best time of year to implement this Unit: 1st Quarter

Lesson Titles:

Grade 6:

Lesson 1: Sixth Grade is a Ball!

Materials/Special Preparations Required:

11 Soft Nerf-like Balls

Log Activity Sheet 1

Student Planners, Agenda or Assignment Notebooks

Counselor will need to have teacher distribute Log Activity Sheets to students the day before this lesson.

Planner Usage Rubric (To be used as an assessment instrument periodically throughout the school term.)

Grade 7:

Lesson 2: Get Ready, Get Set, Get Organized!

Materials/Special Preparations Required:

Student Planners, Agenda or Assignment Notebooks (daily, weekly & monthly)

Index Cards

Overhead transparency: Goal Suggestions

Planner Usage Rubric (To be used as an assessment instrument periodically throughout the school term.)

Missouri Comprehensive Guidance Standard:

AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation(s):

AD.5.A.06.a.i: Demonstrate the ability to adjust to changing school structures and continue to meet academic expectations.

AD.5.A.07.a.i: Recognize ongoing academic expectations and develop strategies to meet increased demands.

American School Counselor Association National Standard (ASCA):

Academic Development

A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

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
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Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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	6. discover and evaluate patterns and relationships in information, ideas and structures 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 2. develop and apply strategies based on ways others have prevented or solved problems 3. develop and apply strategies based on one's own experience in preventing or solving problems 4. evaluate the processes used in recognizing and solving problems 7. evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	Writing formally (such as reports, narratives, essays) and informally (such as outlines and notes). Participating in formal and informal presentations and discussions of issues and ideas.
X Mathematics	Data analysis, probability and statistics
	Social Studies
	Science
X Health/Physical Education	Principles and practices of physical and mental health (such as personal health habits, nutrition, <i>stress management</i>)
	Fine Arts

Unit Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.
 Students will complete a rubric to show how effectively they are utilizing their planners, agenda, or assignment notebooks. The school counselor will determine the dates students usage of planners will be assessed. The rubrics will be given to students every two weeks or once a month and returned to the school counselor. Rubrics will be completed by the students (self assessment) on their own planner usage and by one other person e.g. teacher, parent or fellow student.

Brief Summary of Unit: Students will be learning how to plan for the new demands of middle school. Academics, changing schedules, extracurricular activities and other middle school activities will influence their success of their transitioning process.

 Sixth grade emphasizes the skills of self-management and the usage of a planner. Students will review the "tasks" they need to accomplish in order and reach goals efficiently. Activity Logs and relating logs and utilization of personal planners will help in transitioning from grade level to grade level.

In seventh grade, greater emphasis is placed on the usage of a student planner and how they can be used as organizational and stress management tools to meet academic expectations at one grade level while preparing to make the transition to the next grade level.

Unit Goals:

Students will be able to demonstrate the ability to adjust to changing school structures and continue to meet academic expectations.

Students will be able to recognize ongoing academic expectations and develop strategies to meet increased demands.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

The steps to solving a problem, analyzing information, setting goals and refining goals.

Vocabulary: Transition, Planners, Agenda, Rubric

Students as self-assessment mechanism and by counselors and classroom teachers will use this rubric throughout the year.

Planner Usage Rubric

Student's Name: _____ **Weeks Of:** _____
 (School Counselor decides "Weeks Of")

	4	3	2	1
Assignments with page numbers, titles of worksheets, questions to do, due date and materials needed	Consistently has planner completed with all information.	Usually has information with 1 or 2 components missing.	Occasionally has the planner completed.	Rarely has assignment notebook completed.
Long-term assignments	Consistently has long-term assignments listed each day until due.	Usually has long-term assignments listed at least 2 days before due.	Has long-term assignments listed on 1 day before due or on due date.	Rarely has long-term assignments recorded.
Test dates	Consistently has test dates listed each day until test.	Usually has test dates listed as least 2 days before test.	Has test dates listed 1 day before test or on test date.	Rarely has test dates recorded.
Extracurricular Activities (if applicable)	Consistently has scheduled extracurricular activities recorded.	Usually has scheduled extracurricular activities recorded.	Occasionally has scheduled extracurricular activities recorded.	Rarely has scheduled extracurricular activities recorded.
Scheduled homework time	Consistently has scheduled homework time in planner.	Usually has scheduled homework time in planner may be missing 1 or 2 days.	Occasionally has scheduled homework time in planner.	Rarely has scheduled homework time in planner.

Name(s) of those assessing student usage of planner rubric:

Name: _____ **Date:** _____

Name: _____ **Date:** _____