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| Unit # 1 Title: Moving On...Transitioning to High School | |
| Lesson Title: Give Yourself Some Credit | Lesson: 1 of 2 |
| Grade Level: 8 | Length of Lesson: 50 minutes |
| Missouri Comprehensive Guidance Standard: AD.5 Applying the Skills of Transitioning Between Educational Levels | |
| Grade Level Expectation (GLE): AD.5.A.08.a.i: Identify the information and skills necessary to transition to high school. | |
| 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. | |

Materials (include activity sheets and/ or supporting resources)

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| District high school level course description book |
| High school graduation requirements |
| Extracurricular offerings |
| Sample completed Personal Plan of Study (Four Year Plan) for all post secondary options |
| Pencil/paper for each student |

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

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| X | Goal 1: gather, analyze and apply information and ideas 6. discover and evaluate patterns and relationships in information, ideas and structures 8.d. 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 |
| | Goal 3: recognize and solve problems |
| 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 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) |
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| X | Communication Arts | Participating in formal and informal presentation and discussion of issues and ideas. |
| | Mathematics | |
| | Social Studies | |
| | Science | |
| | Health/Physical Education | |
| | Fine Arts | |

Enduring Life Skill(s)

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| X | Perseverance | | Integrity | | Problem Solving |
| | Courage | | Compassion | | Tolerance |
| X | Respect | X | Goal Setting | | |

Lesson Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE's.
Assessment can be question answer, performance activity, etc.
 The final assessment (checklist) for this lesson will be completed at the end of lesson 2.

Lesson Preparation

Essential Questions: What is the process of transitioning and why is it important?

Engagement (Hook): (Counselor wears cap and gown that would be worn at their high school's graduation ceremony.) What do these items represent? Is this the end of transition in life? (Counselor could have a variety of props to demonstrate the ongoing transitions in life...a business suit or his/her Master's hood).

Procedures

Instructor Procedures:

1. The counselor will ask the students to compare and contrast the similarities and differences between middle school and high school using a graphic organizer (such as a Venn Diagram, T graph, etc.) either individually or in small groups.
 2. The counselor will facilitate a discussion of the information presented by students from the graphic organizers.
- The counselor will distribute copies of the course description booklets, high school graduation requirements, extra curricular offerings, and sample completed Personal Educational Plan for all post secondary options. Discussion will include graduation requirements, credits, class choices (core/electives), extracurricular options, and requirements/guidelines specific to your district.
3. The counselor will lead the class in a discussion specific to graduation requirements

Student Involvement:

1. Using current knowledge, students will complete the selected graphic organizer to compare middle school and high school.
2. Students in active participate in counselor-facilitated discussion. All students are encouraged to respond with what they already know about high school from a variety of sources.
3. Students will ask questions for clarification

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| <p>and earning of credits.</p> <p>4. To close lesson, the counselor will ask students to discuss with a partner and identify one thing they learned and one thing they still have questions about. The counselor will direct students to record responses for submission. (The counselor will save the questions submitted to refer to in the next lesson. It will be helpful for the counselor to review the student's questions before the next lesson so resources can be located to answer specific questions.)</p> <p>5. Counselor will ask students to keep (in a safe place) the materials distributed (course description booklet, graduation requirements, etc) today. Students are encouraged to review the material on their own time. Students will use the material for lesson #2.</p> | <p>4. Each student will discuss with his/her partner what was learned today and one thing he or she still want to learn. Students will record responses on a index card or notebook paper and turn in to the counselor.</p> <p>5. Students will review material to generate questions for lesson #2.</p> |
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Teacher Follow-Up Activities

The teacher will review the information from the lesson with students throughout the week.

Counselor reflection notes (completed after the lesson)