

**Unit #1 Title:** Applying the Skills of Transitioning  
Between Educational Levels

**Grade Level:** 9-12

**Number of Lessons in Unit:** 4 (one lesson each for 9, 10, 11, and 12)

**Time Required for each lesson:**

9<sup>th</sup> grade lesson will require 55 to 70 minutes

10<sup>th</sup> grade lesson will require 55 to 70 minutes

11<sup>th</sup> grade lesson will require 55 to 70 minutes

12<sup>th</sup> grade lesson will require 50 minutes per student

**Best time of year to implement this Unit:**

9<sup>th</sup> grade training will begin before the beginning of the freshmen year

10<sup>th</sup> grade during the first semester

11<sup>th</sup> grade any time during academic year

12<sup>th</sup> grade during the second semester

**Lesson Titles:**

9<sup>th</sup> Grade Lesson 1: Freshmen Mentor Program: Meeting My Mentor

(This program uses trained upperclass students to mentor freshmen throughout the 9<sup>th</sup> grade academic year.)

Materials/Special Preparations Required:

Interview Guidelines

Guidelines for Mentoring Program (sample provided)

Trained mentors (sample program)

Paper, pen, flip charts, and markers

“How Well Do You Know Your School?”

10<sup>th</sup> Grade Lesson 2: Exploration of Post-Secondary Options

Materials/Special Preparations Required:

Computer access for each student (Written information available if there is no computer access.)

Written instructions for navigating the selected program or webpage

School Alumni of High School

11<sup>th</sup> Grade Lesson 3: “Get Set For College” (Duplicate Lesson for CD8, Unit 5, Lesson 3 of 4)

Materials/Special Preparations Required:

“Get Set for College Scavenger Hunt

Pencil/pen

“Get Set for College” ACT booklet

To obtain your free ACT booklets contact 1-319-337-1000 or download materials at

<http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf>.

12<sup>th</sup> Grade Lesson 4: 12<sup>th</sup> Grade Post-Secondary Checklist

Materials/Special Preparations Required

“Am I Ready...” Activity Sheet  
 A list of your high school’s graduation requirements  
 Pencil/pen  
 Students past records for review

**Missouri Comprehensive Guidance Standard:**

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

**Grade Level Expectation(s):**

- AD.5.A.09.a.i: Apply information and skills necessary to transition into high school.
- 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.
- AD.5.A.11.a.i: Increase knowledge and refine skills in preparation for the senior year and post-secondary options.
- AD.5.A.12.a.i: Utilize the achievement and performance skills necessary to transition to post-secondary options.

**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.
- 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.

**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 1. Develop questions and ideas to initiate and refine research 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 7. Evaluate the accuracy of information and the reliability of its sources 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity

	3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 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 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 7. Identify and apply practices that preserve and enhance the safety and health of self and others 8. Explore, prepare for and seek educational and job opportunities

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

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	3. Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) 6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions 7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
Science	
X Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
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.**

Counselor will meet individually with seniors during the second semester of their senior year.  
Counselor and student will complete a post-secondary checklist. (See appendix.)

**Brief Summary of Unit:**

This unit gives counselors the tools to help students successfully transition into high school, through high school, and beyond.

**Unit Goals:**

1. Students will successfully complete high school credits.
2. Students will complete necessary requirements to transition successfully into their post-secondary plan.

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

Students will need to have and understand their four year-plan and applicable vocabulary.