

<b>Unit # 1 Title:</b> My Path to Success	
<b>Lesson Title:</b> Analyzing My Path to Success	<b>Lesson 2</b> of 2
<b>Grade Level:</b> 7	
<b>Length of Lesson:</b> 30 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> AD.6: Developing and Monitoring Personal Educational Plans	
<b>Grade Level Expectation (GLE):</b> AD.6.A.07.a.i: Assess academic achievement to refine education goals for life-long learning.	
<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.	

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

Graphs from previous lesson
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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 8. organize data, information and ideas into useful forms (including charts, graphs and outlines) for analysis or presentation. 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 5. reason inductively from a set of specific facts and deductively from general premises
	Goal 4: make decisions and act as responsible members of society 1. explain reasoning and identify information used to support decisions 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.**

	<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X	Communication Arts	1. speaking and writing standard English
X	Mathematics	3. data analysis, probability and statistics
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

X	Perseverance	X	Integrity	X	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.**  
 Students will self-assess by analyzing completed graphs of academic ability and performance and develop a plan for future action.

**Lesson Preparation**

**Essential Questions:**

How does my academic performance affect later career/education choices?

**Engagement (Hook):**

The counselor asks the students to name successful business people. Counselor asks the students to list strengths of these business people. Counselor then directs the students to brainstorm weaknesses that these people might have.

**Procedures**

**Counselor/Instructor Procedures:**

1. The counselor returns the graphs from the previous lesson to the students and asks students to complete the graph or review graphs for trends.
2. The counselor instructs the students to look at their personal graphs and look for strengths, weaknesses, and trends with those strengths and weaknesses. The counselor asks the students to write a journal entry summarizing the strengths, weaknesses, and trends.
3. Following summarization, students will write a "So What" paragraph..." I know more about my strengths, weaknesses and trends. So what? What do I need to do to attain my goals?
4. The counselor collects and secures grades and files the completed graphs and journal entries in the students' career folder.

**Student Involvement:**

1. If graphs are incomplete, students complete graphs. If graphs are complete, students review graphs for trends.
2. Students self-assess strengths and weaknesses shown on their graphs and write a journal entry describing the data discovered through the graphing assignment.
3. Student will continue above entry with "So What" paragraph.
4. Students turn in their personal grades, completed graphs, and journal entries.

