

Unit # 1 Title:How Does Who I Am Relate to Planning for
High School and Beyond?

Grade Level: 8

Note: This Unit is “Under Construction” It is the culminating Performance Event for the Middle School Career Development Strand. Additional materials and process will be added as we receive feedback during the 2006-2007 Academic year.

Number of Lessons in Unit: 3

Time Required: 50 Minutes

Lesson Titles:

Lesson 1: Putting It All Together: The Personal Plan of Study (Part 1)

Materials/Special Preparation

A geologic map of California (the map may be any kind [climatic, hydrologic, topographic] anything but a highway map; the State may be any state EXCEPT New York)

A highway map of the United States and a puzzle with a picture of a New England community (A puzzle of “Sleepy Hollow” would be ideal in relationship to Tarrytown, New York)

Students’ Personal Plan of Study/Career Portfolios. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed Activity Sheets, assessment results and reflection “papers”. The availability of this cumulative information is a key to the effectiveness of the strategies in this Unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews.

Lesson 2: Putting It All Together: The Personal Plan of Study (Part 2)

Materials/Special Preparation

Students’ Personal Plan of Study/Career Portfolio

Completed Activity Sheet: “Back to the Future: Pick up the Pieces of Your Past and Bring them Forward: From then to Now to the Future”

Activity Sheet: “The Pieces of Our Puzzles: Our Discoveries”

Activity Sheet: “The Pieces of My Puzzle: My Discoveries”

Lesson 3: Putting It All Together: The Personal Plan of Study (Part 3)

Materials/Special Preparation

Activity Sheet: “Setting Priorities The Turtle Bay Way”

Activity Sheet: Consider This ...

Activity Sheet: Personal Plan Of Study

Provide students with district graduation requirements. Some students will need information regarding NCAA approved core courses. Others will need college preparatory information

Missouri Comprehensive Guidance Standard:

- CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals
 CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education
 CD.9: Applying Employment Readiness Skills and the Skills for On-the-Job Success

Grade Level Expectation:

- CD.7.A.08.a.i: Develop an educational and career plan based on current interests, strengths, and limitations.
 CD.7.B.08.a.i: Identify and explore a variety of resources to aid in career exploration and planning now and in the future.
 CD.7.C.08.a.i: Identify personal contributions made to school and community.
 CD.8.A.08.a.i: Compare personal interests with career and educational information.
 CD.8.B.08.a.i: Identify the training and education required for occupations in career paths of interest.
 CD.9.A.08.a.i: Evaluate personal, ethical and work habits as they relate to achieving the student's educational career plan.
 CD.9.B.08.a.i: Utilize a portfolio of Middle School/Junior High School academic and work experience.

American School Counselor Association National Standard (ASCA):

Career Development

- A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- C: Students will understand the relationship between personal qualities, education, training and the world of work.

Time Required: Varies according to the instruments used

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 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
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems.
X	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.

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts Reading and writing skills
X	Mathematics Math skills; data analysis
	Social Studies

	Science	
	Health/Physical Education	
	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.

The culminating performance event for the Middle School Career Development Strand is a presentation by each student of his or her “My Design for My Life” and “My Personal Plan of Study”. The students will identify their “cheering section” – a small group of their strongest supporters e. g, parents, a favorite aunt, a middle school teacher, an elementary teacher, a school staff person (e.g. a custodian) and, of course, the Counselor! The student will creatively design the materials and the delivery method for the presentation. The materials will demonstrate the student’s written communication skills, (using writing standards specified by the Communication Arts department), the ability to organize documents so they are easily accessible, creative and critical thinking ability. The presentation will demonstrate the student’s ability to utilize technology, to orally communicate ideas in an engaging manner. Content will reflect the students: understanding and will answer the following questions: re: “My Design for My Life”: What do I want for me and my life (My mission and purpose)? What “thumbprint” do I want to leave via my personal contributions to my family, school and community (my philosophy about living in a global community). How does my work/occupation fit my design for my life? Re: “My Personal Plan of Study”: What skills and experiences have I had that would be valuable to employers and to employability in general, especially in my current career path of interest? Where can I go (now and in the future) to find information related to occupations that fit my interests and abilities? How do my skills, talents, and experience relate to academic/career planning? How do the Career Paths relate to my academic/career planning? How can I use my portfolio to help me retain, retrieve and review new data/information about myself and career paths and career clusters. How can I use that information to review/rethink and refine/revise “My Personal Plan of Study” regularly and systematically in high school (and beyond }

Brief Summary of Unit:

The purpose of this unit is to have students assess academic strengths, personal interests and abilities in order to develop a 4-year educational plan that targets a Career Path, which is tailored to their aptitudes, interests, and abilities.

Unit Goals:

Students will identify personal interests, academic strengths, and abilities. They will review Career Paths and careers within those paths that are specific to the students’ interests, academic strengths, and abilities. They will review previous information from their career portfolios to aid in development of career/academic plans, along with information regarding school and community involvement that may be related to those interests and abilities. They will determine what high school courses and post-secondary education will aid in the achievement of career goals.

Students’ Prior Knowledge:

Student success in any learning endeavor is dependent upon prior knowledge. The Missouri Comprehensive Guidance Program Curriculum builds on each student's prior knowledge and understanding in academic content as well as Comprehensive Guidance content. Helping students develop a common vocabulary and common conceptual understandings rests upon the Professional School Counselor.

For the Career Development Strand the common vocabulary for eighth graders includes:

Work	Job Responsibilities of Workers	College, University
Career	Interests	Strength,
Limitation		
Career Paths	Post-secondary Options	Ethics
Resume	Portfolio	Interview

For CG 9 the common conceptual understanding includes: the inter-relationship of one's personal skills, (e.g., ethical behavior and work habit skills and attitudes), one's job seeking skills and work success and satisfaction.