

Unit 3 Title: Respecting All Work	
Lesson Title: Past, Present, and Future	Lesson: 2 of 4
Grade Level: 10	
Length of Lesson: 55 to 70 minutes	
Missouri Comprehensive Guidance Standard: CG 7 Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.	
Grade Level Expectation (GLE): 7.3 Analyze and evaluate school and community contributions as they relate to life career goals.	
American School Counselor Association National Standard (ASCA): Career Development B: Students will employ strategies to achieve future career goals with success and satisfaction. C: Students will understand the relationship between training and the world of work.	

Materials (include activity sheets and/ or supporting resources)

Computers, Guidelines for completing the Biography activity, and materials to make timelines.
 Source: The Biography activity is adapted from the Missouri Career Education: Senior High-Exemplary Activities Handbook, (1980).

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

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information an 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 3. analyze the duties and responsibilities of individuals in societies

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. speaking and writing standard English (including grammar, usage, punctuation, spelling capitalization) 4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	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 be able to project a realistic portrayal of their life-long goals.

Lesson Preparation

Essential Questions:

Do I really need to know what to do with my life?

Engagement (Hook):

Counselor presents an example of his/her time line.

Procedures

Counselor Procedures:	Student Involvement:
1. Counselor will use an overhead to show examples on the time line worksheet.	1. Students will observe the counselor's examples.
2. Counselor will ask students to develop their own timeline.	2. Students will complete their timeline.
3. Counselor will model a biography for their future.	3. Students observe counselor modeling the biography.
4. The counselor asks students to complete a biography for their future.	4. Students complete biographies.

Teacher Follow-Up Activities

Teacher will allow students to peer review biographies.

Counselor reflection notes (completed after the lesson)

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Timeline

Imagine that you are a biographer. Project your life in 30 years from now. How will your life be different in the following areas?

CHANGE				
Technology	Environment	Economy	World Politics	Health Care

My Projected Biography

You will imagine that you are a biographer and writing about your life 30 years from now. Use the material that you have written on your timeline. By doing this you may create a clearer idea about where you want your life to go and identify possible pitfalls and blocks that might prevent you from getting there.