

**Unit #1 Title:** Who Am I And How Do I Fit Into The World? **Grade Level:** 9-12

**Number of Lessons in Unit:** 4

**Time Required for each lesson:** 50 minutes

**Best time of year to implement this Unit:** Beginning of the academic year.

**Lesson Titles:**

9<sup>th</sup> Grade Lesson # 1: Juggling New Opportunities

Materials/Special Preparations Required:

Tennis Balls for Juggling or Three Stacks of Paper Stacks

Fan

*Self-Concept Checklist*

*Improving Your Self-Concept* worksheet

School Club/Organization List – School generated

*Roles: How Do They Impact Me and for What Am I Responsible* worksheet

Chart paper sticky notes

10<sup>th</sup> Grade Lesson # 2: Positive Self Talk

Materials/Special Preparations Required:

Mirror

*Looking at Me in my Family, School and Community* worksheet

11<sup>th</sup> Grade: Lesson # 3: Assessing Self-Concept

Materials/Special Preparations Required:

Scale

Weights

*My Self Concept Report Card*

12<sup>th</sup> Grade: Lesson #4: My Action Plan

Materials/Special Preparations Required:

*Action Plan For Maintaining Who I Am*

**Missouri Comprehensive Guidance and Counseling Big Idea:**

PS.1: Understanding Self as an Individual and a Member of a Diverse Local and Global Community.

**Grade Level Expectations (GLEs):**

PS.1.A.09: Develop skills needed to maintain a positive self-concept. (DOK Level -2)

PS.1.B.09: Recognize increased roles and responsibilities of the individual within the family, school, and local community. (DOK Level - 2)

PS.1.C.09: Identify activities the individual might participate in to become a contributing member of a school community. (DOK Level -3)

PS.1.A.10: Implement skills necessary to exhibit and maintain a positive self-concept. (DOK Level -3)

PS.1.B.10:	Prioritize roles and responsibilities and implement strategies to balance family, school, work, and local communities. (DOK Level - 3)
PS.1.C.10:	Identify and participate in activities that help the individual student become a contributing member of a global community. (DOK Level - 3)
PS.1.A.11:	Practice and modify the skills necessary to exhibit and maintain a positive self-concept. (DOK Level - 3)
PS.1.B.11:	Identify and utilize resources to help balance family, school, work, and local community roles. (DOK Level - 3)
PS.1.C.11:	Build upon activities and experiences that help the individual student become a contributing member of a global community. (DOK Level - 3)
PS.1.A.12:	Utilize the skills necessary to exhibit and maintain a life-long positive self-concept. (DOK Level - 4)
PS.1.B.12:	Exhibit the ability to balance personal, family, school, community, and work roles. (DOK Level - 4)
PS.1.C.12:	Exhibit the personal characteristics of a contributing member of a diverse community. (DOK Level - 4)
<b>American School Counselor Association (ASCA) National Standard:</b>	
Personal Social Development	
A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.	
B. Students will make decisions set goals and take necessary action to achieve goals.	

**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.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on one’s own experience in preventing or solving problems. 8. Assess costs, benefits and other consequences of proposed solutions.
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

**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) 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
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

**Unit Essential Questions:**

Who are you? And what makes a person fit into his or her world?

**Unit Measurable Learning Objectives:**

The student will determine: at least five characteristics of his/her self-concept identifying whether each would be positive or negative; at least five ways to improve or maintain his/her positive self-concept; and identify their roles and responsibilities as a family member, school members, and community member.

The student will identify at least three roles he/she has at home, school, and in the community and one responsibility for each role.

The student will identify at least two ways to improve or maintain his/her self-concept.

The student will write a reflective essay addressing at least four ways of maintaining and/or his/her self-concept.

**Unit Instructional Strategies/Instructional Activities:**

- Direct (Compare and Contrast)
- Indirect (Problem Solving; Case Study; Reflective Discussion, Writing to Inform)
- Experiential (Simulation; Surveys)
- Independent Study (Learning Contracts)
- Interactive Instruction (Brainstorming; Discussion)

**Unit Summative Assessment (acceptable evidence):**

**Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.**

Students will gain insight into their self-concepts by completing surveys and worksheets in order to complete an “Action Plan for Maintaining Who I Am” worksheet.

**Brief Summary of Unit:**

The maintenance action plan provides students with an activity to show their previous years of personal growth and a plan to maintain positive growth.

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

- Knowledge of their individual roles for family, school, work and community
- Skills to maintain and improve their self-concept
- Recognition of personal ways for the individual to contribute as a member of their community

**Unit #1 Title:** Who Am I and How Do I Fit Into the World?

**Lesson Title:** Positive Self Talk

**Lesson** 2 of 4

**Grade Level:** 10

**Length of Lesson:** 50 minutes

**Missouri Comprehensive Guidance and Counseling Big Idea:**

PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

**Grade Level Expectations (GLEs):**

PS.1.A.10: Implement skills necessary to exhibit and maintain a positive self-concept.

PS.1.B.10: Prioritize roles and responsibilities and implement strategies in order to balance family, school, work and local communities.

PS.1.C.10: Identify and participate in activities that help the individual student become a contributing member of a global community.

**American School Counselor Association (ASCA) National Standard:**

Personal and Social Development

A. Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

B. Students will make decisions, set goals and take necessary action to achieve goals.

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

Mirror

*Looking at Me in My Family, School and Community* worksheet

**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.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 8. Assess costs, benefits and other consequences of proposed solutions.
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

**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	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
Science	
X Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will identify at least three roles he/she has at home, school, and in the community and one responsibility for each role.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.**  
The student will complete the “Looking At My Roles in My Family, School, and Community” worksheet.

**Lesson Preparation**

**Essential Questions:**

What are some ways a positive self-concept would benefit you?  
How do people manage all the responsibilities and demands on their time?  
How do people make the world a better place?

**Engagement (Hook):**

Presenter enters the room with a mirror and begins a self-dialogue with self in the mirror about how worthy one is. Presenter will accentuate the idea of how good he/she is by listing positive personal characteristics.

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<ol style="list-style-type: none"> <li>1. Lead a discussion on self-talk. Ask for examples.</li> <li>2. Talk about the messages that families communicate to each other.</li> <li>3. Distribute “Looking At Me In My Family, School, and Community” worksheet.</li> <li>4. Ask for volunteers to talk about their roles in their family, school, and community.</li> <li>5. Lead discussion on characteristics that best fit into students’ roles in the family, school, and community.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students give examples of things they say to themselves.</li> <li>2. Have students give examples.</li> <li>3. Students write about their roles in their family, school and community.</li> <li>4. Students volunteer answers.</li> <li>5. Students will give their opinions about characteristics that will help them fit into their different roles.</li> </ol>

**Teacher Follow-Up Activities**

Teacher could observe the roles that students play in the classroom and point out responsibilities of those roles.

**Counselor reflection notes (completed after the lesson)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Looking at My Roles in My Family, School, and Community**

1. What roles do you play in your family? (Name at least 3) What responsibilities go along with those roles?

2. What roles do you play in your school? (Name at least 3) What responsibilities go along with those roles?

3. What roles do you play in your community? (Name at least 3) What responsibilities go along with those roles?

**COURSE INTRODUCTION:**

**Personal/Social Development**

The units in Personal/Social Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Personal/Social Development are:

**Understanding self as an individual and as a member of diverse local and global communities.**

**Major Points:** The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

**Interacting with others in ways that respect individual and group differences.**

**Major Points:** This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

**Applying personal safety skills and coping strategies.**

**Major Points:** Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

<b>UNIT DESCRIPTION:</b> Who Am I And How Do I Fit Into The World?  The maintenance action plan provides students with an activity to show their previous years of personal growth and a plan to maintain positive growth.		<b>SUGGESTED UNIT TIMELINE:</b> 4 Lessons <b>CLASS PERIOD (min.):</b> 50 minutes each					
<b>ESSENTIAL QUESTIONS:</b> Who are you? And what makes a person fit into his or her world?							
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS					
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK	
1. The student will determine: at least five characteristics of his/her self-concept identifying whether each would be positive or negative; at least five ways to improve or maintain his/her positive self-concept; and identify their roles and responsibilities as a family member, school members, and community member.		PS.1.A.09: Develop skills needed to maintain a positive self-concept.		W.9-10.2 W.9-10.4 W.9-10.10 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 2	
		PS.1.B.09: Recognize increased roles and responsibilities of the individual within the family, school, and local community.		L.9-10.4 L.9-10.5 L.9-10.6		P/SD B. Students will make decisions, set goals and take necessary action to achieve goals.	Level 2
		PS. 1.C.09 Identify activities the individual might participate in to become a contributing member of the					Level 3

		<p>school community.</p> <p>PS. 1.A.10: Implement skills necessary to exhibit and maintain a positive self-concept.</p> <p>PS.1.B.10: Prioritize roles and responsibilities and implement strategies to balance family, school, work, and local communities.</p> <p>PS.1.C.10: Identify and participate in activities that help the individual student become a contributing member of the global community.</p> <p>PS.1.A.11: Practice and modify the</p>				<p>Level 3</p> <p>Level 3</p> <p>Level 3</p> <p>Level 3</p>
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		PS.1.C.11 PS.1.A.12 PS.1.B.12 PS.1.C.12				Level 3 Level 4 Level 4 Level 4
4. The student will write a reflective essay addressing at least four ways of maintaining and/or his/her self-concept.		PS.1.A.09 PS.1.B.09 PS.1.C.09 PS.1.A.10 PS.1.B.10 PS.1.C.10 PS.1.A.11 PS.1.B.11 PS.1.C.11 PS.1.A.12 PS.1.B.12 PS.1.C.12		W.11-12.2 W.11-12.4 SL. 11-12.1 SL. 11-12.4 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	P/SD A P/SD B	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4
<b>ASSESSMENT DESCRIPTIONS*:</b> Students will gain insight into their self-concepts by completing surveys and worksheets in order to complete an “Action Plan for Maintaining Who I Am” worksheet.						
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3 4	See Lessons: 9 <sup>th</sup> Grade Lesson 1 Juggling New Opportunities 10 <sup>th</sup> Grade Lesson 2 Positive Self Talk 11 <sup>th</sup> Grade Lesson 3 Assessing Self-Concept 12 <sup>th</sup> Grade Lesson 4 My Action Plan					
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>					
1 2 3 4	See Lessons: 9 <sup>th</sup> Grade Lesson 1 Juggling New Opportunities 10 <sup>th</sup> Grade Lesson 2 Positive Self Talk 11 <sup>th</sup> Grade Lesson 3 Assessing Self-Concept 12 <sup>th</sup> Grade Lesson 4 My Action Plan					

<u>Direct:</u>	<u>Indirect:</u>	<u>Experiential:</u>	<u>Independent Study</u>	<u>Interactive Instruction</u>
<input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast Ls 1,2 <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<input checked="" type="checkbox"/> Problem Solving Ls 4 <input checked="" type="checkbox"/> Case Studies Ls. 4 <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion Ls 1,2,3 <input checked="" type="checkbox"/> Writing to Inform Ls 1,2,3,4 <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations Ls 3 <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input checked="" type="checkbox"/> Surveys Ls 4	<input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity <input type="checkbox"/> Packages <input type="checkbox"/> Correspondence Lessons <input checked="" type="checkbox"/> Learning Contracts Ls 4 <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming Ls 1,2,3 <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion Ls 1,2 <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
<p><b>UNIT RESOURCES: (include internet addresses for linking)</b></p> <p>Common Core State Standards (CCSS), accessed May 17, 2013, from <a href="http://www.corestandards.org/">http://www.corestandards.org/</a></p> <p>ASCA National Standards for Students (ASCA), accessed June 11, 2013, from <a href="http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf">http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</a></p>				

**Unit 1 Title:** Interacting With Others in Ways That Respect Individual and Group Differences

**Grade Level:** 9-12

**Number of Lessons in Unit:** 7 (2 lessons per grade level 9<sup>th</sup>-11<sup>th</sup>)

**Time Required for each lesson:** 30-45 minutes

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

**Lesson Titles:**

9<sup>th</sup> Grade: Lesson # 1 - The Clique

Materials/Special Preparations Required

Pens

Pencils

*The Clique* student handout

9<sup>th</sup> Grade: Lesson # 2 - Bursting Stereotypes

Materials/Special Preparations Required

2-dozen multi-colored balloons inflated

2-dozen paper or tag board sentence strips, 2-inches wide by 12-inches long

Thumbtacks (optional)

Colored pencils or markers

Common pin (safety)

10<sup>th</sup> Grade: Lesson # 3 - Listening Exercise

Materials/Special Preparations Required

Pens

Pencils

*Listening Stems* activity sheet for each pair of students

10<sup>th</sup> Grade: Lesson # 4 - Origins: A simple word game (for use in human relations trainings)

This lesson is an adaptation of a lesson from [www.tolerance.org](http://www.tolerance.org) (see lesson plan).

Materials/Special Preparations Required

Timer

Handouts printed on two different types of colored paper

Three judges

*Origins: A Simple Word Game for Use In Human Relations Training* handout

*What Do These Words or Phrases Mean* handout

11<sup>th</sup> Grade: Lesson # 5 - Using Negotiation to Settle Difficulties

Materials/Special Preparations Required

Black/White Board or an overhead projector

Index cards

Pens

Pencils

*Negotiating Skill Components* handout

11<sup>th</sup> Grade: Lesson # 6 - Diversity Day

Materials/Special Preparations Required

List of performers and speakers (Partners in Education is a possible reference for resources), for example:

- Flamenco dancers/guitarist
- Country Line Dancers
- Irish Dancers
- Native American Flute Player
- Multicultural Storyteller
- Brazilian Musician
- Scottish Storyteller/Bagpipe player
- Square Dancers

Performance Areas with chairs and adequate space

Signs for each location

A/V equipment as needed

Publicity

Thank-you notes

12<sup>th</sup> Grade: Lesson # 7 - Managing Conflicts

Materials/Special Preparations Required

*Managing Conflicts* worksheet

*Alternative for Solving Conflicts* handout

Pens

Pencils

**Missouri Comprehensive Guidance and Counseling Big Idea:**

PS.2: Interacting with others in ways that respect individual and group differences.

**Grade Level Expectations (GLEs):**

- PS.2.A.09: Demonstrate the ability to use interpersonal skills needed to maintain quality relationships. (DOK Level - 2)
- PS.2.B.09: Explore cultural identity and world views within the community. (DOK Level - 2 )
- PS.2.C.09: Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills. (DOK Level - 3 )
- PS.2.A.10: Practice interpersonal skills in order to help maintain quality relationships. (DOK Level - 3)
- PS.2.B.10: Promote acceptance and respect for cultural differences within the global community. (DOK Level - 3)
- PS.2.C.10: Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others. (DOK Level - 3)
- PS.2.A.11: Apply interpersonal skills needed to maintain quality relationships. (DOK Level - 3)
- PS.2.B.11: Exhibit respect for different cultures and points of view. (DOK Level - 4)
- PS.2.C.11: Accept personal responsibility in conflict situations. (DOK Level - 4 )
- PS.2.A.12: Exhibit the interpersonal skills to maintain quality relationships. (DOK Level - 4 )
- PS.2.B.12: Advocate respect for individuals and groups. (DOK Level - 4 )
- PS.2.C.12: Utilize and accept personal responsibility in relationships with others. (DOK Level - 4)

**American School Counselor Association (ASCA) National Standard:**

Personal Social Development

- A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.
- B. Students will make decisions set goals and take necessary action to achieve goals.
- C. Students will understand safety and survival skills.

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

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

**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) 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) 6. Participating in formal and informal presentations and discussions of issues and ideas 7. Identifying and evaluating relationships between language and culture
	Mathematics
X Social Studies	2. Continuity and change in the history of Missouri, the United States and the world 5. The major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment 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	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 4. Principles of movement and physical fitness 5. Methods used to assess health, reduce risk factors, and

		avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
X	Fine Arts	<ol style="list-style-type: none"> <li>1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts</li> <li>2. The principles and elements of different art forms</li> <li>3. The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts</li> <li>4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines</li> <li>5. Visual and performing arts in historical and cultural contexts</li> </ol>

**Unit Essential Questions:**

Why is it important to embrace diversity?

**Unit Measurable Learning Objectives:**

The student will write a reflection on his/her experience with cliques including at least two advantages and disadvantages of cliques.

The student will write a journal entry including at least two things they have learned about stereotypes and at least one action he/she can take to combat stereotypes.

The student will write a journal entry identifying a least one action he/she can take to improve communication in one of his/her relationships.

The student will write a journal entry including at least one feeling and two thoughts about stereotypical sayings.

The student will make note of the 9 negotiating skills observed during role plays by circling the observed skills on the “Negotiating Skills Components” worksheet.

The student will demonstrate at least one negotiating skill in a role play situation.

The student will complete a reflection form following the performers and speakers answering the following: I learned that .....; I wish I.....; I want to .....; In order to learn more about the cultural traditions I will .....

The student will complete the following reflection regarding the discussion about student relationships & conflicts: What did I learn about myself during this activity? Which of the alternatives for solving conflicts would I like to try more often?

**Unit Instructional Strategies/Instructional Activities:**

- Direct (Demonstrations; Guided & Shared)
- Indirect (Problem Solving; Reflection Discussion; Writing to Inform)
- Experiential (Simulations; Games; Role-playing)
- Independent Study (Journals, Research Projects)
- Interactive Instruction (Role-playing; Peer Partner Learning; Discussion; Problem Solving)

**Unit Summative Assessment (acceptable evidence):**

**Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.**

Students will research their racial identity/heritage and write a short essay, poem, song, or rap on their findings and will present this information to their peers.

**Brief Summary of Unit:**

Standard PS2 focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of other and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

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

1. Knowledge of interpersonal skills that will help maintain quality relationships
2. Knowledge of strategies that promote acceptance and respect of others within the global community
3. An awareness of personal responsibility in conflict situations

<p><b>Unit #1 Title:</b> Interacting With Others In Ways That Respect Individual and Group Differences</p> <p><b>Lesson Title:</b> Listening Exercise                      <b>Lesson 3 of 7 (Total High School Lessons)</b></p> <p><b>Grade Level:</b> 10</p> <p><b>Length of Lesson:</b> 30 minutes</p> <p><b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> PS.2: Interacting with others in ways that respect individual and group differences.</p> <p><b>Grade Level Expectations (GLEs):</b> PS.2.A.10: Practice interpersonal skills in order to help maintain quality relationships. PS.2.C.10: Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others.</p> <p><b>American School Counselor Association (ASCA) National Standard:</b> Personal Social Development A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>Pens Pencils <i>Listening Stems</i> activity sheet for each student</p>
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**Show Me Standards: Performance Goals (check one or more that apply)**

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>1. Develop questions and ideas to initiate and refine research</p> <p>6. Discover and evaluate patterns and relationships in information, ideas and structures</p> <p>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>2. Review and revise communications to improve accuracy and clarity</p> <p>3. Exchange information, questions and ideas while recognizing the perspectives of others</p>
	<p>Goal 3: Recognize and solve problems</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions</p>

**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	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	

	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	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 Measurable Learning Objectives:**

The student will write a journal entry identifying at least one action he/she can take to improve communication in one of his/her relationships.

**Lesson Formative Assessment (acceptable evidence):**

Assessment should relate to the performance outcome for goals, objectives and GLEs.  
Assessment can be question answer, performance activity, etc.

Assessment will be via classroom discussion and personal journal entries.

Students will complete a journal entry regarding communication in relationships.

**Lesson Preparation**

**Essential Questions:**

What does a quality relationship look like and how is it maintained?  
What does it mean to utilize and accept personal responsibility in relationships with others?

**Engagement (Hook):**

Instructor will construct a story with a number of specific details and play the “Telephone Game” where each student hears and repeats the story to the next person.

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
1. Instructor divides the group of students into pairs with each pair facing each other.	1. Students get into pairs, face each other, and determine who will be the first speaker and listener.
2. Instructor will distribute the <i>Listening Stems</i> activity sheet to each student. The instructor directs the speaker to talk to the listener for approximately 3 minutes, using the sentence stems as a stimulus. The instructor explains that the listener	2. Students will complete instructions given by instructor.

<p>should actively listen. When the speaker is finished, the listener should repeat to the speaker what he/she heard the speaker say. The speaker may challenge, correct, or accept the listener' perception.</p> <p>3. Instructor asks partners to reverse roles and gives the same instructions for the exercise.</p> <p>4. Students and instructor will engage in a conversation focusing on communication problems, such as not listening, jumping to conclusions, and making assumptions. The instructor's guidance will include prompts to help students understand how interpersonal difficulties can arise and can create life-long rifts in relationships.</p> <p>5. Lesson will culminate in a personal journal entry. Students will identify what they will do differently to improve communication in a specific relationship.</p> <p>The following questions may be used as journal prompts:</p> <ul style="list-style-type: none"> <li>• As a listener, did you have trouble repeating what your partner said?</li> <li>• Did you, as a listener, want to interrupt the speaker?</li> <li>• How would you evaluate your listening skills?</li> <li>• What did you learn about yourself?</li> </ul>	<p>3. Students reverse rolls and repeat listening activity.</p> <p>4. Students will actively engage in discussion – asking and responding to questions.</p> <p>5. Students will create an entry in their journals. See Formative Assessment for prompt.</p>
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**Teacher Follow-Up Activities**

Classroom teacher will be encouraged to reinforce concept that a good listener can help make and keep friends.

**Counselor reflection notes (completed after the lesson)**

# Listening Stems

Name: \_\_\_\_\_ Date: \_\_\_\_\_

I get angry when... \_\_\_\_\_

\_\_\_\_\_

I am happiest when... \_\_\_\_\_

\_\_\_\_\_

I am afraid when... \_\_\_\_\_

\_\_\_\_\_

I hold back my feelings when... \_\_\_\_\_

\_\_\_\_\_

I feel sorry for myself when... \_\_\_\_\_

\_\_\_\_\_

I avoid... \_\_\_\_\_

\_\_\_\_\_

I wish... \_\_\_\_\_

\_\_\_\_\_

I would like to learn more about ... \_\_\_\_\_

\_\_\_\_\_

I get most irritated when... \_\_\_\_\_

\_\_\_\_\_

I care about... \_\_\_\_\_

\_\_\_\_\_

I get most excited about... \_\_\_\_\_

\_\_\_\_\_

**Unit #1 Title:** Interacting With Others In Ways That Respect Individual and Group Differences

**Lesson Title:** Origins: A Simple Word Game For Use In Human Relations Trainings **Lesson** 4 of 7

**Grade Level:** 10

**Length of Lesson:** 30 - 45 minutes

**Missouri Comprehensive Guidance and Counseling Big Idea:**  
PS.2: Interacting With Others In Ways That Respect Individual and Group Differences

**Grade Level Expectation (GLE):**  
PS.2.B.10: Promote acceptance and respect for cultural differences within the global community

**American School Counselor Association (ASCA) National Standard:**  
Personal Social Development  
A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.

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

Timer  
Three judges  
*Instructions for “Origins: A Simple Word Game for Use in Human Relations Training*  
*Definitions: Origins: What do these words or phrases mean?*  
*Activity Sheet: Origins: What do these words or phrases mean?*

Information pertaining to this activity may be found at the following location:  
Teaching Tolerance  
400 Washington Avenue  
Montgomery, Alabama 36104  
[www.tolerance.org](http://www.tolerance.org) [www.teachingtolerance.org](http://www.teachingtolerance.org)

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 7. Evaluate the accuracy of information and the reliability of its sources
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
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X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas 7. Identifying and evaluating relationships between language and culture
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will write a journal entry including at least one feeling and two thoughts about stereotypical sayings.

**Lesson Formative Assessment (acceptable evidence):**

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.  
Subjective observation of the activity.

**Lesson Preparation**

**Essential Questions:**  
Why is respect for self and others important?  
**Engagement (Hook):**  
Music and publicity over the announcements reflecting respect.

**Procedures**

<p><b>Instructor Procedures/Instructional Strategies:</b></p> <p><b>Note:</b> The specific instructions for this lesson may be found on the <i>Origins: A Simple Word Game for Use in Human Relations Training</i> handout.</p> <p>In advance, decide which words will be used for each round. Copying the word lists for each round on different colors of paper (e.g. Round One on yellow paper—Round Two on blue).</p>	<p><b>Student Involvement/Instructional Activities:</b></p>
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<p>Choose three students to be judges and give each judge a set of instructions; put remaining students in groups of 5 - 6 people.</p> <ol style="list-style-type: none"> <li>Put words/phrases for Round One face down on the table and inform students they will have 4 minutes per round. Start the timer with 4 minutes.</li> <li>At the end of four minutes, students are instructed to put down their pens. Ask each group to read the answers for the first word. After each group has answered, read the explanation from the definition sheet.</li> </ol> <p>Each judge records the score on his or her score sheet.</p> <p>Continue activity with each word or phrase.</p> <ol style="list-style-type: none"> <li>Closure: Have students do a two-minute private writing regarding their thoughts and feelings as they discussed the words. Ask students to share their thoughts. Encourage students to monitor their words to show respect for others.</li> </ol>	<ol style="list-style-type: none"> <li>Students will thoughtfully participate in “Origins” as either group participants or judges. For each round, students will give the common usage and origins of the words or phrases.</li> <li>Students must come up with an answer even if they have never heard of the word or phrase. The judges will assign the points for each round.</li> <li>Students will complete a thoughtful 2 minute-writing in their journal. Students may volunteer to tell the class one of his/her thoughts.</li> </ol>
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**Teacher Follow-Up Activities**

Instructor gives students an opportunity to create other words that may have similar meanings as those expressed in the activity.

**Counselor reflection notes (completed after the lesson)**

## TEACHING TOLERANCE

[www.teachingtolerance.org](http://www.teachingtolerance.org)

# Instructions for Origins: A Simple Word Game for Use in Human Relations Training

### Note to Instructor:

You need an inexpensive kitchen timer for this activity. Copying sheets on colored paper will make it easier for you to keep the question sheets for each round together. After handing out the instructions below to three randomly selected judges, the instructor does not need to do anything.

### Instructions to Judges:

1. Put students in groups of 5-6 people.
2. Put questions for Round 1 face down at tables; start the timer with 4 minutes.
3. At the end of 4 minutes, tell the students to put down their pens. Ask each group to read its answer for 1. After each group has answered, read the answer from the definitions sheet. Each judge records the points on her/his score sheet. Continue doing this with each question. No one can challenge the judges' scores or ask to see the score sheets.
4. Repeat #2 with questions for Round 2, etc.
5. Add each judge's points on the board after each round and announce winners.

### Instructions to Groups:

Each group will have 4 minutes for each round. For each round, give the common usage and origin of words or phrases on the sheet. You must come up with something even if you have no idea what it means. There are two possible points for the common usage and three possible points for the origin of the word or phrase. The judges will assign the points for each round.

# Activity Sheet: *Origins*: What Do These Words or Phrases Mean?

(Adapted from Sudie Hofmann’s introduction to “*Origins*”.  
<http://www.tolerance.org/teach/activities/activity.jsp?ar=657> )

The word game *Origins* reveals the history and prejudice of many words or expressions commonly used in the United States. We use these words or phrases everyday without thinking about their original meaning. If we knew the origin of the words, would we use them? This game will help you decide for yourself.

Following is a list of words – Describe their common usage and their origins (if you don’t know the usage or the origin, make up something that seems “right”).

General Rules: Three judges will be selected from the class; the rest of you will work in small groups. There will be two rounds (your instructor will tell you which words from the list are included in each round); during each round you will have four (4) minutes to work together and write the common usage and origin for the designated words (you MUST write an answer -- even if you have no idea of the meaning or origin—make one up!); at the end of four (4) minutes, groups will report their answers.

Earning Points: Two (2) possible points for the common usage; three (3) possible points for the origin of the word or phrase. Judges will award points.

At the end of each round, the judges will read the actual definitions and origins of the terms from the key.

## 1. Gyped

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

## 2. Jew you down

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

## 3. Mulatto

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

## 4. Lame

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

## 5. Hick

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**6. Evil eye**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**7. Iron Maiden**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**8. Indian giver**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**9. Paddy Wagon**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**10. Russian roulette**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**11. Hag**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**12. Chinese fire drill**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**13. Chinese home run/Harlem home run**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**14. Jaywalking**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**15. Bury the Hatchet**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**16. Bedlam**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**17. Corny**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**18. Hold down the fort**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**19. Welsh (verb)**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**20. Low person on the totem pole**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**21. Indian summer**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**22. Dutch bargain**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**23. Dutch treat**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**24. Redneck**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**25. Gypsy Cab**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**26. On the Warpath**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

What do you think? Now that you know the origins of these words and phrases, will you continue to use them? What words might you use instead?

## Teaching Tolerance

[www.teachingtolerance.org](http://www.teachingtolerance.org)

# Definitions: *Origins*: What Do These Words or Phrases Mean?

### 1. GYPED

Common usage: One has been cheated.

Origin: Belief that Gypsies (Hindu people from East India & Balkan states) will cheat you or steal from you.

### 2. JEW YOU DOWN

Common usage: Hard negotiation to lower a price.

Origin: Belief that Jewish people are cheap and unethical in business. Longstanding literary references promote stereotypes that relate Jewish people to the practices of money changing usury.

### 3. MULATTO

Common usage: One African American parent and one White Parent.

Origin: Spanish word for a mule, which is the sterile offspring of a horse and a donkey. There is some evidence that it is also an Arabic word.

### 4. LAME

Common usage: A statement or behavior that is foolish or not well reasoned.

Origin: Belief that someone with a disability is incompetent or stupid.

### 5. HICK

Common usage: To describe something that is unsophisticated, outdated or stupid.

Origin: 16<sup>th</sup> century nickname for the given name Richard. Refers to a person who lives in the country.

### 6. EVIL EYE

Common usage: Evil or dirty look.

Origin: Belief in Europe and the Middle East that women could possess an evil eye, especially common in European witch trials.

### 7. IRON MAIDEN

Common usage: Tough, humorless woman.

Origin: Large metal enclosure coffin shaped and lined with iron spikes. Used during witch trials to torture and kill woman suspected of being witches.

### 8. INDIAN GIVER

Common usage: Taking back a gift.

Origin: Indigenous American communities had a different concept of ownership; the focus was on sharing or trading. Things given to the colonists by Native Americans may have been reclaimed from colonists if they did not reciprocate.

### 9. PADDY WAGON

Common usage: Police van.

Origin: Derogatory term for Irish people based on the Irish name of Pádraig. Although, in the past, many police officers on the East Coast were Irish, some also contend that this was a cart used to round up Irish immigrants for disorderly behavior.

**10. RUSSIAN ROULETTE**

Common usage: Potentially fatal game of dare with a revolver, which applies the concept of roulette.  
Origin: Belief that Russian culture is fatalistic.

**11. HAG**

Common usage: Ugly or old woman.  
Origin: Holy woman. Derived from Egyptian heq, meaning matriarchal ruler..

**12. CHINESE FIRE DRILL**

Common usage: All occupants of a car stopped at a traffic light quickly exit the car, run around the vehicle, and return to the car through the same door.  
Origin: Belief that Chinese culture is chaotic and the implication is that Chinese people are stupid and would run back into a burning building.

**13. CHINESE HOME RUN/HARLEM HOME RUN**

Common usage: Perceived unfair homerun because of a mythical short fence around the field.  
Origin: Stereotype originated in California, based on the reality that Chinese labor was cheap and the expression eventually meant “cheap shot.” Sportswriters have also referred to some homeruns as homer foo you, chow mein smash, and egg roll bingle.

**14. JAY WALKING**

Common usage: Violating pedestrian laws.  
Origin: Belief that a jay, a person uneducated about city life, was incapable of crossing the street legally.

**15. BURY THE HATCHET**

Common usage: To settle one’s differences..  
Origin: A 14<sup>th</sup> century British song titled “Hong up then hatchet and thi knyf.” No historical usage by Indigenous people of North America.

**16. BEDLAM**

Common usage: Noise and chaos.  
Origin: Term derived from Bethlehem, a London institution for people with mental disabilities.

**17. CORNY**

Common usage: Stupid or comical ideas or behavior.  
Origin: Belief that rural people, particularly people from farms, are foolish and uneducated.

**18. HOLD DOWN THE FORT**

Common usage: Stay behind and manage the affairs of the office or home.  
Origin: Protect the forts (military term for fortifying the building) of European American colonists against attacks by Indigenous people.

**19. WELSH (VERB)**

Common usage: Renege on an agreement or promise.  
Origin: Nursery rhyme “Taffy was a Welshman, Taffy was a thief.” Later extended to refer to English bookies who fled to Wales to avoid paying bettors.

**20. LOW PERSON ON THE TOTEM POLE**

Common usage: Used by non-Indigenous people to indicate that a person is low in seniority or significance in an organization.

Origin: American Indian culture and positions of clan members on a totem, e.g. Bears on the bottom for strength and Eagles on the top for flight. Balance and equality were stressed.

### **21. INDIAN SUMMER**

Common usage: Unusually warm days in the fall.

Origin: Belief that American Indians engage in deceit and trickery in their dealings with British colonists. Indian Summer is a false summer. Indian is used in several contexts to denote something that is cheap or false, witness Indian-giver and Indian-corn. Also supporting this idea is the British phrase St. Martin's Summer referring to the same meteorological phenomenon. St. Martin suggests something cheap or false, primarily because dealers in cheap jewelry gathered at the location of London's Church of St. Martin-de-Grand after it was torn down in the 16<sup>th</sup> century. St. Martin's day is 11 November, which often corresponds to the spell of warm weather. (From <http://www.wordorigins.org>)

### **22. DUTCH BARGAIN**

Common usage: Appears to be a bargain, but is in fact a bad investment.

Origin: Belief that people from Holland are unethical and will attempt to sell something of little worth to unsuspecting customers.

### **23. DUTCH TREAT**

Common usage: Each person pays for her/himself when out for dinner or entertainment.

Origin: Belief that originated in England and perpetuated the stereotype that people from Holland are uncharitable or cheap.

### **24. REDNECK**

Common usage: A white male who has unenlightened, narrow, and racist views.

Origin: Belief that white men who do day labor (sunburned neck) hold prejudiced views and are uninformed about social issues.

### **25. GYPSY CAB**

Common usage: A taxi cab which picks up illegal fares, i.e. is only licensed to respond to calls but illegally searches the streets for passengers.

Origin: Belief that gypsies (Rumanies – Hindu ethnic group of East Indians living in Balkan states and the U.S.) steal and engage in unlawful activities.

### **26. ON THE WARPATH**

Common usage: Description of someone who is engaging in angry, confrontational behavior.

Origin: Reference to American Indians waging war.

### **SOURCES:**

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Morris, W. & Morris, M. (1977) *Morris Dictionary of Word and Phrase Origins*. New York: Harper & Row.

Walker, B. (1983). *The Woman's Encyclopedia of Myths and Secrets*. New York: Harper & Row.

Wilton, D. (2004). *Word Myths: Debunking Linguistic Urban Legends*. New York: Oxford University Press.

[www.members.aol.com/morelandc/haveorigins.htm](http://www.members.aol.com/morelandc/haveorigins.htm)

[www.wordorigins.org](http://www.wordorigins.org)

The author is interested in any dialogue regarding this exercise. Linguists recognize that words may have multiple origins and this could be true for any of the words used in the exercise. In addition, if you have suggestions for expanding this exercise, please contact the author (**Sudie Hofmann, St. Cloud State University, St. Cloud, MN**)

**COURSE INTRODUCTION:****Personal/Social Development**

The units in Personal/Social Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Personal/Social Development are:

**Understanding self as an individual and as a member of diverse local and global communities.**

**Major Points:** The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

**Interacting with others in ways that respect individual and group differences.**

**Major Points:** This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

**Applying personal safety skills and coping strategies.**

**Major Points:** Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

<p><b>UNIT DESCRIPTION: : Interacting With Others in Ways That Respect Individual and Group Differences</b>                  PS2 focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of other and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.</p>		<p><b>SUGGESTED UNIT TIMELINE:</b> 7 Lessons (grades 9-12 )  <b>CLASS PERIOD (min.):</b> 30 – 45 minutes each</p>				
<p><b>ESSENTIAL QUESTIONS:</b>                  1. Why is it important to embrace diversity?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will write a reflection on his/her experience with cliques including at least two advantages and disadvantages of cliques.		PS.2.A.09: Demonstrate the ability to use interpersonal skills needed to maintain quality relationships.		W.9-10.1 W.9-10.2 W.9-10.3 W.9-10.4 SL9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.5	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 2
		PS.2.B.09: Explore cultural identity and world views within the community.		P/SD B. Students will make decisions, set goals and take necessary action to achieve goals.		Level 2
		PS.2.C.09: Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills.		P/SD C.		Level 3

		<p>PS.2.A.10: Practice interpersonal skills in order to help maintain quality relationships.</p>			<p>Students will understand safety and survival skills.</p>	Level 3
		<p>PS.2.B.10: Promote acceptance and respect for cultural differences within the global community.</p>				Level 3
		<p>PS.2.C.10: Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others.</p>				Level 3
		<p>PS.2.A.11: Apply interpersonal skills needed to maintain quality relationships.</p>				Level 3
		<p>PS.2.B.11: Exhibit respect for different cultures and points of view.</p>				Level 4

		PS.2.C.11: Accept personal responsibility in conflict situations.				Level 4
		PS.2.A.12: Exhibit the interpersonal skills to maintain quality relationships.				Level 4
		PS.2.B.12 Advocate respect for individuals and groups.				Level 4
		PS.2.C.12: Utilize and accept personal responsibility in relationships with others.				Level 4
2. The student will write a journal entry including at least two things they have learned about stereotypes and at least one action he/she can take to combat stereotypes.		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10. PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		W.9-10.2 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4

3. The student will write a journal entry identifying a least one action he/she can take to improve communication in one of his/her relationships.		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10 PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		W.9-10.2 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4
4. The student will write a journal entry including at least one feeling and two thoughts about stereotypical sayings.		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10 PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		W.9-10.2 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4
5. The student will make note of the 9 negotiating skills observed during role plays by circling the observed skills on the "Negotiating Skills Components" worksheet.		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10 PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.5	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4
6. The student will demonstrate at least one negotiating skill in a role play situation.		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10		W.11-12.3 SL.11-12.1 L.11-12.1 L.11-12.2	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3

		PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		L.11-12.3 L.11-12.5		Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4
7. The student will complete a reflection form following the performers and speakers answering the following: I learned that .....; I wish I.....; I want to .....; In order to learn more about the cultural traditions I will .....		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10 PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		W.11-12.1 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.10 SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4 Level 4
8. The student will complete the following reflection regarding the discussion about student relationships & conflicts: What did I learn about myself during this activity? Which of the alternatives for solving conflicts would I like to try more often?		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10 PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		W.11-12.3 SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.5	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4
<b>ASSESSMENT DESCRIPTIONS*:</b>						
Students will research their racial identity/heritage and write a short essay, poem, song, or rap on their findings and will present this information to their peers.						
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study					

	<input checked="" type="checkbox"/> Interactive Instruction				
1	See Lessons:				
2	9 <sup>th</sup> Grade: Lesson 1 - The Clique				
3	9 <sup>th</sup> Grade: Lesson 2 - Bursting Stereotypes				
4	10 <sup>th</sup> Grade: Lesson 3 - Listening Exercise				
5	10 <sup>th</sup> Grade: Lesson 4 - Origins: A simple word game (for use in human relations trainings)				
6	11 <sup>th</sup> Grade: Lesson 5 - Using Negotiation to Settle Difficulties				
7	11 <sup>th</sup> Grade: Lesson 6 - Diversity Day				
8	12 <sup>th</sup> Grade: Lesson 7 - Managing Conflicts				
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>				
1	See Lessons:				
2	9 <sup>th</sup> Grade: Lesson 1 - The Clique				
3	9 <sup>th</sup> Grade: Lesson 2 - Bursting Stereotypes				
4	10 <sup>th</sup> Grade: Lesson 3 - Listening Exercise				
5	10 <sup>th</sup> Grade: Lesson 4 - Origins: A simple word game (for use in human relations trainings)				
6	11 <sup>th</sup> Grade: Lesson 5 - Using Negotiation to Settle Difficulties				
7	11 <sup>th</sup> Grade: Lesson 6 - Diversity Day				
8	12 <sup>th</sup> Grade: Lesson 7 - Managing Conflicts				
	<b><u>Direct:</u></b> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input checked="" type="checkbox"/> Demonstrations Ls 5, 6 <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking Ls 4	<b><u>Indirect:</u></b> <input checked="" type="checkbox"/> Problem Solving Ls 5, 6, 7 <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion Ls 2, 4 <input checked="" type="checkbox"/> Writing to Inform Ls 8 <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<b><u>Experiential:</u></b> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations Ls 1,3 <input checked="" type="checkbox"/> Games Ls 4 <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing Ls 5 <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<b><u>Independent Study</u></b> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input checked="" type="checkbox"/> Journals Ls 1, 2, 3, 4 <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input checked="" type="checkbox"/> Research Projects Ls 8 <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<b><u>Interactive Instruction</u></b> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing Ls 5 <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input checked="" type="checkbox"/> Peer Partner Learning Ls 3 <input checked="" type="checkbox"/> Discussion Ls 3, 4, 5, 6, 7 <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving Ls 5, 6, 7 <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing

**UNIT RESOURCES: (include internet addresses for linking)**

Common Core State Standards (CCSS), accessed May 17, 2013, from <http://www.corestandards.org/>

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from  
[http://static.pdesas.org/content/documents/ASCA\\_National\\_Standards\\_for\\_Students.pdf](http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf)

**Unit #1 Title:** Personal Safety Skills and Coping Strategies **Grade Level:** 9-12

**Number of Lessons in Unit:** 5 (2-9<sup>th</sup> grade lessons; 1 lesson each for 10<sup>th</sup> -12<sup>th</sup> grades)

**Time Required for each lesson:** 45-50 minutes

**Best time of year to implement this Unit:** Fall and/or Spring Semester

**Lesson Titles:**

9<sup>th</sup> Grade Lesson # 1: Safe and Healthy Life Choices (Part I)

Materials/Special Preparations Required:

*Safe & Healthy Choices* worksheet

List of local resources (e.g. Rape and Abuse Crisis Center, Alateen, etc.)

9<sup>th</sup> Grade Lesson # 2: Safe and Healthy Choices (Part II)

Materials/Special Preparation Required

Video Presentation or Presenter about making healthy choices

*Presentation Review Assessment* worksheet

10<sup>th</sup> Grade Lesson 3: Risk Taking Behaviors

Materials/Special Preparations Required

Video Presentation or Presenter about making healthy choices

*Presentation Review Assessment* worksheet

11<sup>th</sup> Grade Lesson # 4: Fatal Accident

Materials/Special Preparations Required

Docudrama or program provided by community emergency resources (e.g. highway patrol, police, fire department, hospital, etc)

*Presentation Review Assessment* worksheet

Presenters (e.g. highway patrolman, fireman, policeman, ambulance attendant, etc.)

12<sup>th</sup> Grade Lesson # 5: Community Wellness Fair

Materials/Special Preparations Required

List of community health and safety agencies

Envelopes and school letterhead

Thank-you notes

Tables

Chairs

Sign for each table to represent agency in attendance

Audio-visual equipment, as needed

Flyers announcing Wellness Fair

Hospitality Room with snacks for exhibitors

Newspaper article to promote community involvement

*Wellness Fair Assessment* worksheet

**Missouri Comprehensive Guidance and Counseling Big Idea:**

PS.3: Applying Personal Safety Skills and Coping Strategies

**Grade Level Expectations (GLEs):**

- PS.3.A.09: Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices. (DOK Level - 2)
- PS.3.A.10: Utilize decision-making skills to evaluate risk-taking behavior. (DOK Level - 3)
- PS.3.A.11: Analyze the impact of personal decisions on the safety and health of self and others. (DOK Level - 4)
- PS.3.A.12: Utilize decision-making skills to make safe and healthy life choices. (DOK Level - 4)
- PS.3.B.09: Identify and utilize resources available to address personal safety issues. (DOK Level - 2)
- PS.3.B.10: Evaluate and review resources that address personal safety issues. (DOK Level - 3)
- PS.3.B.11: Demonstrate skills that reinforce a safe environment for all students. (DOK Level - 4)
- PS.3.B.12: Advocate for the personal safety of self and others. (DOK Level - 4)
- PS.3.C.09: Identify resources to help individuals cope with life changes or events. (DOK Level - 2)
- PS.3.C.10: Analyze and refine individual coping skills to manage life-changing events. (DOK Level - 3)
- PS.3.C.11: Apply individual coping skills to manage life-changing events. (DOK Level - 3)
- PS.3.C.12: Exhibit coping skills to manage life-changing events. (DOK Level - 4)

**American School Counselor Association (ASCA) National Standards:**

Personal Social Development

C. Students will understand safety and survival skills

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

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 6. Participating in formal and informal presentations and discussions of issues and ideas.
X	Mathematics 3. Data analysis, probability and statistic
X	Social Studies 6. Relationships of the individual and groups to institutions and cultural traditions
X	Science 2. Properties and principles of force and motion 3. Characteristics and interactions of living organisms. 8. Impact of science, technology and human activity on

		resources and the environment.
X	Health/Physical Education	1. Structures of, functions of, and relationships among human body systems. 3. Diseases and methods for prevention, treatment and control. 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations.
	Fine Arts	

**Unit Essential Questions:**

How do safe and healthy choices affect our lives?

**Unit Measurable Learning Objectives:**

The student will identify 5 safe and healthy (or unsafe and unhealthy) choices in high school and list at least two factors that influence his/her decision to make healthy (or unhealthy) choices.  
The student will view and evaluate a presentation on healthy choices and write three related questions or thoughts he/she would like to explore further.  
The student will view and evaluate a presentation on the dangers of risky behavior and write three related questions to explore.  
The student will participate in and evaluate a presentation from an emergency response agency and write three related thoughts to explore.  
The student will participate in the planning of – and/or involvement in – a wellness fair.

**Unit Instructional Strategies/Instructional Activities:**

Direct (Lecture; Explicit Teaching; Demonstrations)  
 Indirect  
 Experiential (Simulations)  
 Independent Study (Learning Centers)  
 Interactive Instruction (Discussion; Interviewing; Conferencing)

**Unit Summative Assessment (acceptable evidence):**

**Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.**  
Through simulation, students will demonstrate problem-solving and decision-making skills and advocate for healthy life choices.  
Students will demonstrate positive coping skills in managing life events by utilization of community resources.

**Brief Summary of Unit:**

Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her wellbeing, or when a life situation requires a new way of coping.

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

Problem solving steps, and decision-making and refusal skills.

<b>Unit 1 Title:</b> Personal Safety Skills and Coping Strategies	
<b>Lesson Title:</b> Risk Taking Behaviors	<b>Lesson</b> 3 of 5
<b>Grade Level:</b> 10	
<b>Length of Lesson:</b> 45-50 minutes	
<b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> PS.3: Applying Personal Safety Skills and Coping Strategies	
<b>Grade Level Expectations (GLEs):</b> PS.3.A.10: Utilize decision-making skills to evaluate risk-taking behavior. PS.3.B.10: Evaluate and review resources that address personal safety issues. PS.3.C.10: Analyze and refine coping skills to manage life-changing events.	
<b>American School Counselor Association (ASCA) National Standards:</b> Personal Social Development C. Students will understand safety and survival skills	

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

Video or Presenter about healthy choices <i>Presentation Review Assessment</i> worksheet
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**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

**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	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
	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) 7. Responses to emergency situations.
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will view and evaluate a presentation on the dangers of risky behavior and write three related questions to explore.

**Lesson Formative Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Students utilize, evaluate, review, and refine decision-making skills referencing dangerous risk-taking behaviors; address personal/safety issues; and address management of life-changing events through discussion and written assessment.

**Lesson Preparation**

**Essential Questions:**  
 How do safe and healthy life choices affect our lives?  
 How is the knowledge of available resources used to manage life-changing events?

**Engagement (Hook):**  
 Are you at risk?

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<ol style="list-style-type: none"> <li>1. The counselor will introduce presenter or video.</li> <li>2. Presenter will present or video will be shown.</li> <li>3. Counselor will facilitate follow-up discussion.</li> <li>4. Counselor will distribute <i>Presentation Review Assessment</i> worksheets.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will listen to introduction of presenter or video and write questions they have or hope to answer through the presentation.</li> <li>2. Students will listen to presentation or watch video and take notes.</li> <li>3. Students will participate in discussion in small groups.</li> <li>4. Students will complete <i>Presentation Review Assessment</i> worksheet.</li> </ol>

**Teacher Follow-Up Activities**

Teacher will inform counselor if student appears to be in need of assistance through appropriate resources.



## Presentation Review Assessment

(Circle yes or no)

- Yes No 1. I can identify risk-taking behaviors.
- Yes No 2. I have been involved in a risk-taking behavior.
- Yes No 3. I know where to find resources to assist with personal safety issues.
- Yes No 4. I know how to assist others in finding resources for life changing events.
- Yes No 5. Today's program was helpful in addressing personal safety.
- Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about ...

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## Presentation Review Assessment

(Circle yes or no)

- Yes No 1. I can identify risk-taking behaviors.
- Yes No 2. I have been involved in a risk-taking behavior.
- Yes No 3. I know where to find resources to assist with personal safety issues.
- Yes No 4. I know how to assist others in finding resources for life changing events.
- Yes No 5. Today's program was helpful in addressing personal safety.
- Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about ...

- 
-

**Course Description:**

**Personal/Social Development**

The units in Personal/Social Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Personal/Social Development are:

**Understanding self as an individual and as a member of diverse local and global communities.**

**Major Points:** The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

**Interacting with others in ways that respect individual and group differences.**

**Major Points:** This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

**Applying personal safety skills and coping strategies.**

**Major Points:** Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

<b>UNIT DESCRIPTION:</b> Personal Safety Skills and Coping Strategies  Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well being, or when a life situation requires a new way of coping.		<b>SUGGESTED UNIT TIMELINE:</b> 5 Lessons <b>CLASS PERIOD (min.):</b> 45 - 50 minutes each				
<b>ESSENTIAL QUESTIONS:</b> 1. How do safe and healthy choices affect our lives?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify 5 safe and healthy (or unsafe and unhealthy) choices in high school and list at least two factors that influence his/her decision to make healthy (or unhealthy) choices.		PS.3.A.09: Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices.			P/S D C: Students will understand safety and survival skills	Level 2
		PS.3.A.10: Utilize decision-making skills to evaluate risk-taking behavior.				Level 3
		PS.3.A.11: Analyze the impact of personal decisions on the safety and health of self and others				Level 4
		PS.3.A.12: Utilize decision-making skills to make safe and healthy life choices.				Level 4
		PS.3.B.09: Identify and utilize resources				Level 2

		<p>available to address personal safety issues.</p> <p>PS.3.B.10: Evaluate and review resources that address personal safety issues.</p> <p>PS.3.B.11: Demonstrate skills that reinforce a safe environment for all students.</p> <p>PS.3.B.12: Advocate for the personal safety of self and others.</p> <p>PS.3.C.09: Identify resources to help individuals cope with life changes or events.</p> <p>PS.3.C.10: Analyze and refine individual coping skills to manage life-changing events.</p> <p>PS.3.C.11: Apply individual coping skills to manage life-changing events.</p> <p>PS.3.C.12: Exhibit coping skills to manage life-changing events.</p>					<p>Level 3</p> <p>Level 4</p> <p>Level 4</p> <p>Level 2</p> <p>Level 3</p> <p>Level 3</p> <p>Level 4</p>
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<p>2. The student will view and evaluate a presentation on healthy choices and write three related questions or thoughts he/she would like to further explore.</p>		<p>PS.3.A.09 PS.3.A.10 PS.3.A.11 PS.3.A.12</p> <p>PS.3.B.09 PS.3.B.10 PS.3.B.11 PS.3.B.12</p> <p>PS.3.C.09 PS.3.C.10 PS.3.C.11 PS.3.C.12</p>			<p>P/S D C</p>	<p>Level 2 Level 3 Level 4 Level 4</p> <p>Level 2 Level 3 Level 4 Level 4</p> <p>Level 2 Level 3 Level 3 Level 4</p>
<p>3. The student will view and evaluate a presentation on the dangers of risky behavior and write three related questions to explore.</p>		<p>PS.3.A.09 PS.3.A.10 PS.3.A.11 PS.3.A.12</p> <p>PS.3.B.09 PS.3.B.10 PS.3.B.11 Ps .3.B 12</p> <p>PS.3.C.09 PS.3.C.10 PS.3.C.11 PS.3.C.12</p>			<p>P/S D C</p>	<p>Level 2 Level 3 Level 4 Level 4</p> <p>Level 2 Level 3 Level 4 Level 4</p> <p>Level 2 Level 3 Level 3 Level 4</p>

<p>4. The student will participate in and evaluate a presentation from an emergency response agency and write three related thoughts to explore.</p>		<p>PS.3.A.09 PS.3.A.10 PS.3.A.11 PS.3.A.12</p> <p>PS.3.B.09 PS.3.B.10 PS.3.B.11 Ps .3.B.12</p> <p>PS.3.C.09 PS.3.C.10 PS.3.C.11 PS.3.C.12</p>			<p>P/S D C</p>	<p>Level 2 Level 3 Level 4 Level 4</p> <p>Level 2 Level 3 Level 4 Level 4</p> <p>Level 2 Level 3 Level 3 Level 4</p>
<p>5. The student will participate in the planning of – and/or involvement in – a wellness fair.</p>		<p>PS.3.A.09 PS.3.A.10 PS.3.A.11 PS.3.A.12</p> <p>PS.3.B.09 PS.3.B.10 PS.3.B.11 PS.3.B 12</p> <p>PS.3.C.09 PS.3.C.10 PS.3.C.11 PS.3.C.12</p>			<p>P/S D C</p>	<p>Level 2 Level 3 Level 4 Level 4</p> <p>Level 2 Level 3 Level 4 Level 4</p> <p>Level 2 Level 3 Level 3 Level 4</p>
<p><b>ASSESSMENT DESCRIPTIONS:</b></p> <p>Through simulation students will demonstrate problem solving and decision making skills and advocate for healthy life choices. Students will demonstrate positive coping skills in managing life events by utilization of community resources.</p>						
<p><b>Obj. #</b></p>	<p><b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b></p>					
	<p><input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect</p>					

	<input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2 3 4 5	See Lessons: Lesson #1: Safe and Healthy Life Choices (Part 1) Lesson #2: Safe and Healthy Life Choices (Part 2) Lesson #3: Risk Taking Behaviors Lesson #4: Fatal Accident Lesson #5: Community Wellness Fair				
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>				
1 2 3 4 5	See Lessons: Lesson #1: Safe and Healthy Life Choices (Part 1) Lesson #2: Safe and Healthy Life Choices (Part 2) Lesson #3: Risk Taking Behaviors Lesson #4: Fatal Accident Lesson #5: Community Wellness Fair				
	<b>Direct:</b> <input type="checkbox"/> Structured Overview <input checked="" type="checkbox"/> Lecture (Ls. 1, 2, 3) <input checked="" type="checkbox"/> Explicit Teaching (Ls. 1, 2, 3) <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input checked="" type="checkbox"/> Demonstrations (Ls. 4) <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<b>Indirect:</b> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<b>Experiential:</b> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations (Ls.4) <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<b>Independent Study</b> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers (Ls. 5)	<b>Interactive Instruction</b> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input checked="" type="checkbox"/> Interviewing (Ls. 5) <input checked="" type="checkbox"/> Conferencing (Ls. 5)
<b>UNIT RESOURCES: (include internet addresses for linking)</b>  Common Core State Standards (CCSS), accessed May 17, 2013, from <a href="http://www.corestandards.org/">http://www.corestandards.org/</a>  ASCA National Standards for Students (ASCA), accessed June 11, 2013, from <a href="http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf">http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</a>					

**Unit 1 Title:** Learning for Life

**Grade Level:** 9-12

**Number of Lessons in Unit:** 6 (2 lessons each for grades 9, 10; 1 lesson each for grades 11, 12)

**Time Required for each lesson:** 1 to 2 class periods

**Best time of year to implement this unit:** Beginning of school year

**Lesson Titles:**

9<sup>th</sup> Grade Lesson 1: Study Skills Workshop

Materials/Special Preparations Required:

*Personal Study Skills and Habit Review Survey*

*Study Skills Tip Sheet*

*MSCA Pointers for Students - Searching for Solutions: Improving Student Study*

*Skills* Call the Missouri School Counselor Association 1-800-264-6722 or email at [mzca@mvp.net](mailto:mzca@mvp.net) for copies

9<sup>th</sup> Grade Lesson 2: Making Your Own Master Calendar

Materials/Special Preparations Required:

School year calendar

Optional - Blank Calendar

10<sup>th</sup> Grade Lesson 3: Strategies for Taking Standardized Timed Tests

Materials/Special Preparations Required:

Individual student reports from standardized tests

*PLAN* PowerPoint presentation

*PSAT/NMSQT* DVD presentation

(The *PLAN* PowerPoint may be downloaded from [www.act.org/plan.index.html](http://www.act.org/plan.index.html)

Information over the *PSAT* DVD presentation may found at

[www.collegeboard.com](http://www.collegeboard.com). Test Prep information may be downloaded from either website.)

10<sup>th</sup> Grade Lesson 4: Prioritizing Time

Materials/Special Preparations Required:

Student Planners/Calendars

Index cards

11<sup>th</sup> Grade Lesson 5: Progressing Toward Graduation

Materials/Special Preparations Required:

*Personal Plans of Study* and credit checks

12<sup>th</sup> Grade Lesson 6: Self-assessment of Self-Management, Study and Test-Taking Skills

Materials/Special Preparations Required:

AD4 Grades 9-12 Summative Self-Evaluation: Parts 1, 2, & 3

**Missouri Comprehensive Guidance and Counseling Big Idea:**

AD.4: Applying skills needed for educational achievement.

**Grade Level Expectations (GLEs):**

- AD.4.A.09: Review and build upon educational skills necessary to progress toward life-long learning goals.(DOK - 3)
- AD.4.B.09: Review and build upon a self-management system and adjust to increased academic demands. (DOK - 4)
- AD.4.A.10: Assess and apply educational skills necessary to progress toward individual life-long learning goals.(DOK - 4)
- AD.4.B.10: Assess and apply a self-management system to meet increased academic demands. (DOK - 4)
- AD.4.A.11: Consistently utilize educational skills necessary to progress toward individual life-long learning goals. (DOK - 4)
- AD.4.B.11: Consistently utilize a self-management system and adjust to increased academic demands. (DOK – 4)
- AD.4.A.12: Achieve educational levels necessary to teach, maintain, and continue with individual life-long learning goals. (DOK - 4)
- AD.4.B12: Exhibit self-management skills necessary for educational achievement. (DOK - 2)

**American School Counselor Association (ASCA) National Standards:**

Academic Development

- A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ul style="list-style-type: none"> <li>1. Develop questions and ideas to initiate and refine research</li> <li>4. Use technological tools and other resources to locate, select and organize information</li> <li>6. Discover and evaluate patterns and relationships in information, ideas and structures</li> <li>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</li> <li>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</li> </ul>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ul style="list-style-type: none"> <li>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</li> <li>6. Apply communication techniques to the job search and to the workplace</li> </ul>
X	<p>Goal 3: Recognize and solve problems</p> <ul style="list-style-type: none"> <li>2. Develop and apply strategies based on ways others have prevented or solved problems</li> <li>3. Develop and apply strategies based on one’s own experience in preventing or solving problems</li> </ul>

	<p>4. Evaluate the processes used in recognizing and solving problems</p> <p>6. Examine problems and proposed solutions from multiple perspectives</p> <p>8. Assess costs, benefits and other consequences of proposed solutions</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions</p> <p>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</p> <p>8. Explore, prepare for and seek educational and job opportunities</p>

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	<p>1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)</p> <p>4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)</p> <p>6. Participating in formal and informal presentations and discussions of issues and ideas</p>
X Mathematics	<p>3. Data analysis, probability and statistics</p> <p>6. Discrete mathematics (such as graph theory, counting techniques, matrices)</p>
X Social Studies	<p>7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)</p>
X Science	<p>7. Processes of scientific inquiry (such as formulating and testing hypotheses)</p>
	Health/Physical Education
	Fine Arts

**Unit Essential Questions:**

How do people develop habits?
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**Unit Measurable Learning Objectives:**

<p>The student will evaluate personal study skills, using the <i>Personal Study Skills and Habits Review Survey</i> and <i>Study Skills Tip Sheet</i>.</p> <p>The student will identify at least one study skill habit, which he/she views as a personal strength.</p> <p>The student also will identify at least one study skill habit to improve upon in order to reach his/her goals.</p> <p>The student will complete a personal master calendar for the current school year.</p> <p>Using standardized test score reports, the student will evaluate personal academic strengths and weaknesses.</p> <p>The student will list at least three ways he/she will use test information to improve academic skills and standardized test scores.</p> <p>The student will apply the concept of time management by identifying his/her top four priorities/commitments; creating list of priorities/commitments; and identifying strategies for making sure priorities/commitments are scheduled.</p>
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The student will compose a paragraph in which he/she identifies the post-secondary option he/she intends to pursue and identifies the steps needed to attain that goal.  
The students will adjust high school planning to conform to post-secondary goals.  
The student will write a personal essay in which he/she will consider and analyze the skills he/she has developed during his/her school experience to help him/her be a life-long learner.  
The student will review and evaluate his/her *Personal Plan of Study* and credit check to ensure progression toward meeting graduation requirements and post-secondary goals.

**Unit Instructional Strategies/Instructional Activities:**

- Direct (Structured Overview, Compare & Contrast, Demonstrations)
- Indirect (Problem-Solving, Inquiry, Reflective Discussion, Writing to Inform, Concept Attainment)
- Experiential (Role-Playing, Surveys)
- Independent Study (Essays)
- Interactive Instruction (Role-Playing, Discussion, Think/Pair/Share, Problem-Solving)

**Unit Summative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.**  
The 3-part summative evaluation for the “Learning for Life” Unit is conducted in the 12<sup>th</sup> grade. The assessment is a culmination of the work that students have completed in prior grades and encourages students to reflect and project regarding the knowledge and skills required to successfully achieve their goals and continue as life-long learners. This evaluation is located at the end of the 12<sup>th</sup> grade lesson.

**Brief Summary of Unit:**

This unit will continue to develop and evaluate students’ self-management, study and test-taking skills that they have obtained during their educational career. These skills will enable them to become life-long learners.

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

It will be important for the students to be familiar with self-management, goal-setting, study and test-taking skills. They will need the ability for apply self-assessment processes.

<b>Unit 1 Title:</b> Learning for Life
<b>Lesson Title:</b> Strategies for Taking Standardized Timed Tests <span style="float: right;"><b>Lesson # 3 of 6</b></span>
<b>Grade Level:</b> 10
<b>Length of Lesson:</b> 50 minutes
<b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> AD.4: Applying skills needed for educational achievement.
<b>Grade Level Expectation (GLE):</b> AD.4.B.10: Assess and apply educational skills necessary to progress toward life-long learning goals.
<b>American School Counselor Association (ASCA) National Standard:</b> Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across a lifespan.

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

Individual student reports from standardized tests <i>PLAN</i> PowerPoint presentation (may be downloaded from <a href="http://www.act.org/plan.index.html">www.act.org/plan.index.html</a> ) <i>PSAT/NMSQT</i> DVD presentation (may found at <a href="http://www.collegeboard.com">www.collegeboard.com</a> ) Test Prep information may downloaded from either website listed above
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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 1. Develop questions and ideas to initiate and refine research 4. Use technological tools and other resources to locate, select and organize information
	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 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 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics 3. Data analysis, probability and statistics

		6. Discrete mathematics (such as graph theory, counting techniques, matrices)
X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

Using standardized test score reports, the student will evaluate personal academic strengths and weaknesses. The student will list at least three ways he/she will use test information to improve academic skills and standardized test scores.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.**  
Students list or discuss possible ways to improve their test scores.

**Lesson Preparation**

**Essential Questions:**  
How do study strategies lead to \$\$ (dollars) for post-secondary education?  
What study strategies do I use in order to best prepare myself for standardized test?

**Engagement (Hook):**  
Counselor leads a discussion of what programs colleges and universities use as their minimum cut off scores on standardized tests for scholarship money. Counselors can also bring in scholarship applications listing the criteria for earning those scholarships. Be sure to pay careful attention to the standardized test score requirements.

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
1. Counselor will present the minimum cut off scores for scholarship money as well as criteria for specific scholarships available.	1. Students will observe and look over the scholarship information.
2. Students' individual score reports will be handed out.	2. Students will look over their score reports.

<p>3. Counselor will begin a discussion about individual score reports. The use of the <i>PLAN</i> PowerPoint or <i>PSAT</i> DVD presentation may be used to enhance information.</p> <p>4. Counselor will discuss using individual test results to identify academic strengths and weaknesses. This knowledge will be used to develop a plan for improving academic skills as well as their standardized test scores.</p> <p>5. Introduce websites (listed above in the Materials section) for students to visit.</p> <p>6. Counselor will ask students to list at least 3 ways they will use knowledge about the importance of test scores and their individual results to help them improve their academic skills and their standardized test scores.</p>	<p>3. Students participate in the discussion.</p> <p>4. Students will offer input as to ways to improve their own academic skills and standardized test scores.</p> <p>5. If computers are available, students may access the test- prep websites. If not, test prep information from the test publisher may be given distributed to students.</p> <p>6. Students will list at least 3 ways they will use their test information to help themselves improve their academic scores and their standardized test scores.</p>
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**Teacher Follow-Up Activities**

Teachers can post notices listing upcoming testing dates for standardized tests. Core area teachers may choose to put together a Prep Course in order to work with students to improve their academic skills and to improve their standardized test scores.

**Counselor reflection notes (completed after the lesson)**

<p><b>Unit 1 Title:</b> Learning for Life</p> <p><b>Lesson Title:</b> Prioritizing Time <span style="float: right;"><b>Lesson:</b> 4 of 6</span></p> <p><b>Grade Level:</b> 10</p> <p><b>Length of Lesson:</b> 50 minutes</p> <p><b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> AD.4: Applying skills needed for educational achievement.</p> <p><b>Grade Level Expectation (GLE):</b> AD.4.B.10: Assess and apply a self-management system to meet increased academic demands.</p> <p><b>American School Counselor Association (ASCA) National Standard:</b> Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across a lifespan.</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>Student planners Index Cards</p>
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</p>
	<p>Goal 2: Communicate effectively within and beyond the classroom</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>2. Develop and apply strategies based on ways others have prevented or solved problems</p> <p>4. Evaluate the processes used in recognizing and solving problems</p> <p>6. Examine problems and proposed solutions from multiple perspectives</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions</p> <p>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</p>

**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	<p>Communication Arts</p> <p>1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)</p> <p>6. Participating in formal and informal presentations and discussions of issues and ideas</p>

	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, document)
X	Science	7. Processes of scientific inquiry (such as formulating and testing hypotheses)
	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 Measurable Learning Objectives:**

The student will apply the concept of time management by identifying his/her top four priorities/commitments; creating list of priorities/commitments; and identifying strategies for making sure priorities/commitments are scheduled.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE.**  
**Assessment can be question answer, performance activity, etc.**  
 Students will create a list of their top 4 time priorities/commitments.

**Lesson Preparation**

**Essential Questions:**  
 How do I avoid time conflicts in my daily schedule? What are my priorities?

**Engagement (Hook):** Role play an argument between the teacher and counselor in which one of them plays the role of the student and one plays the role of the teacher. The argument will center on the following scenario:

The student approaches the teacher wanting to miss a very important club/activity meeting after school due to the student having to work. The teacher will inform the student that missing the meeting means he or she will be kicked out of the club/activity due to too many absences. The student will get upset and storm away from the teacher.

This hook is designed to show students how lack of planning may set them up for conflicts.

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
1. After the hook, ask students how the conflict could have been avoided.	1. Group discussion about ways the conflict could have been avoided.

<ol style="list-style-type: none"> <li>2. Ask students to recall and write (on an index card) a situation in which they were supposed to be in two places at one time and what they did.</li> <li>3. Put all responses in a hat and pull out a situation, volunteers will act out the situation. Alternative: Put students in groups of four. Each group has a different situation that is acted out before the other groups.</li> <li>4. Discussion Questions: How did it feel to have the time conflict? How did the person decide which time demand to honor?</li> <li>5. Have students list their top 4 time priorities/commitments (e.g. family time, study time)</li> <li>6. The priority/commitment lists may be collected and assessed. If collected, make copy and return copy to the students.</li> </ol>	<ol style="list-style-type: none"> <li>2. Students will write a description of their situations and the action taken to resolve time conflict.</li> <li>3. Students participate in/observe/discuss skits.</li> <li>4. Group discussion, regarding priorities, commitments and decision-making.</li> <li>5. Make list of priorities/commitments and strategies for making sure priorities/commitments are met.</li> <li>6. Students will turn in the list of their top 4 priorities.</li> </ol>
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**Teacher Follow-Up Activities**

Discuss specific class, work, family, and/or other time priorities.

**Counselor reflection notes (completed after the lesson)**

## **Academic Development**

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

### **Applying skills needed for educational achievement.**

**Major Points:** The emphasis in this area is developing “academic self efficacy.” This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

### **Applying the skills of transitioning between educational levels.**

**Major Points:** The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

### **Developing and monitoring personal educational plans.**

**Major Points:** The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8<sup>th</sup> grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

<p><b>UNIT DESCRIPTION:</b> Learning for Life</p> <p>This unit will continue to develop and evaluate students’ self-management, study and test-taking skills that they have obtained during their educational career. These skills will enable them to become life-long learners.</p>		<p><b>SUGGESTED UNIT TIMELINE:</b> 6 (2 lessons each for grades 9, 10; 1 lesson each for grades 11, 12)</p> <p><b>CLASS PERIOD (min.):</b> 1 to 2 class periods</p>				
<p><b>ESSENTIAL QUESTIONS:</b></p> <p>1. How do people develop habits?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
<p>1. The student will evaluate personal study skills, using the <i>Personal Study Skills and Habits Review Survey</i> and <i>Study Skills Tip Sheet</i>.</p>		<p>AD.4.A.09: Review and build upon educational skills necessary to progress toward life-long learning goals.</p>		<p>RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.4 L.9-10.5 L.9-10.6</p>	<p>AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p>	DOK 3
		<p>AD.4.B.09: Review and build upon a self-management system and adjust to increased academic demands.</p>		DOK 4		
		<p>AD.4.A.10: Assess and apply educational skills necessary to progress toward individual life-long learning goals.</p>		DOK – 4		
		<p>AD.4.B.10: Assess and apply a self-management system to meet increased academic demands.</p>		DOK - 4		

		<p>AD.4.A.11: Consistently utilize educational skills necessary to progress toward individual life-long learning goals.</p> <p>AD.4.B.11: Consistently utilize a self-management system and adjust to increased academic demands.</p> <p>AD.4.A.12: Achieve educational levels necessary to teach, maintain, and continue with individual life-long learning goals.</p> <p>AD.4.B12: Exhibit self-management skills necessary for educational achievement.</p>				<p>DOK – 4</p> <p>DOK – 4</p> <p>DOK – 4</p> <p>DOK - 2</p>
2. The student will identify at least one study skill habit, which he/she views as a personal strength.		<p>AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11 AD.4.A.12 AD.4.B12</p>		<p>RI9-10.1 RI9-10.4 SL9-10.1 SL9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6</p>	AD A	<p>DOK - 3 DOK - 4 DOK - 2</p>
3. The student also will identify at least one study skill habit to improve upon in order to reach his/her goals.		<p>AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11</p>		<p>RI9-10.1 RI9-10.4 SL9-10.1 SL9-10.4 L.9-10.1 L.9-10.2</p>	AD A	<p>DOK - 3 DOK - 4 DOK - 4 DOK - 4 DOK - 4 DOK - 4</p>

		AD.4.A.12 AD.4.B12		L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6		DOK - 4 DOK - 2
4. The student will complete a personal master calendar for the current school year.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11 AD.4.A.12 AD.4.B12		RI9-10.1 RI9-10.4 SL9-10.1 SL9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK - 4 DOK - 4 DOK - 4 DOK - 4 DOK - 4 DOK - 2
5. Using standardized test score reports, the student will evaluate personal academic strengths and weaknesses.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11 AD.4.A.12 AD.4.B12		RI9-10.1 RI9-10.4 SL9-10.1 SL9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK - 4 DOK - 4 DOK - 4 DOK - 4 DOK - 4 DOK - 2
6. The student will list at least three ways he/she will use test information to improve academic skills and standardized test scores.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11 AD.4.A.12 AD.4.B12		RI9-10.1 RI9-10.4 SL9-10.1 SL9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK - 4 DOK - 4 DOK - 4 DOK - 4 DOK - 4 DOK - 2
7. The student will apply the concept of self-management by identifying his/her top four priorities/commitments; creating list of priorities/commitments; and identifying strategies for making sure priorities/commitments are scheduled.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11 AD.4.A.12 AD.4.B12		RI9-10.1 RI9-10.4 SL9-10.1 SL9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK - 4 DOK - 4 DOK - 4 DOK - 4 DOK - 4 DOK - 2
8. The student will compose a paragraph in which he/she identifies the post-secondary option.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10		SL. 11-12.1 SL. 11-12.4 L.11-12.1 L.11-12.2 L.11-12.3	AD A	DOK - 3 DOK - 4 DOK - 4 DOK - 4

		AD.4.A.11 AD.4.B.11 AD.4.A.12 AD.4.B12		L.11-12.4 L.11-12.5 L.11-12.6 W.11-12.1 W.11-12.3 W.11-12.4 W.11-12.9 W.11-12.10	DOK – 4 DOK – 4 DOK – 4 DOK - 2
<b>ASSESSMENT DESCRIPTIONS*:</b>					
<p>The 3-part summative evaluation for the “Learning for Life” Unit is conducted in the 12<sup>th</sup> grade. The assessment is a culmination of the work that students have completed in prior grades and encourages students to reflect and project regarding the knowledge and skills required to successfully achieve their goals and continue as life-long learners. This evaluation is located at the end of the 12<sup>th</sup> grade lesson.</p>					
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>				
	<input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input type="checkbox"/> Interactive Instruction				
	See: 1 Lesson 1 Grade 9 Study Skills Workshop 2 Lesson 2 Grade 9 Making Your Own Master Calendar 3 Lesson 3 Grade 10 Strategies for Taking Standardized Timed Tests 4 Lesson 4 Grade 10 Prioritizing Time 5 Lesson 5 Grade 11 Progressing Toward Graduation 6 Lesson 6 Grade 12 Self Assessment of Self-Management, Study and Test-Taking Skills 7 8				
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>				
	See: 1 Lesson 1 Grade 9 Study Skills Workshop 2 Lesson 2 Grade 9 Making Your Own Master Calendar 3 Lesson 3 Grade 10 Strategies for Taking Standardized Timed Tests				

5 6 7 8	Lesson 4 Grade 10 Prioritizing Time Lesson 5 Grade 11 Progressing Toward Graduation Lesson 6 Grade 12 Self Assessment of Self-Management, Study and Test-Taking Skills				
	<b>Direct:</b> <input checked="" type="checkbox"/> Structured Overview (Ls. 1) <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Explicit Teaching (Ls. 3) <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls. 3) <input type="checkbox"/> Didactic Questions <input checked="" type="checkbox"/> Demonstrations (Ls. 2) <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<b>Indirect:</b> <input checked="" type="checkbox"/> Problem Solving (Ls. 2-3) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input checked="" type="checkbox"/> Inquiry (Ls. 5) <input checked="" type="checkbox"/> Reflective Discussion (Ls. 3-5-6) <input checked="" type="checkbox"/> Writing to Inform (Ls. 5) <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input checked="" type="checkbox"/> Concept Attainment (Ls. 4-5-6) <input type="checkbox"/> Cloze Procedure	<b>Experiential:</b> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing (Ls. 4) <input type="checkbox"/> Model Building <input checked="" type="checkbox"/> Surveys (Ls. 1-6)	<b>Independent Study</b> <input checked="" type="checkbox"/> Essays (Ls. 6) <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<b>Interactive Instruction</b> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing (Ls. 4) <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 2-4-5) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 6) <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 3-4) <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
<b>UNIT RESOURCES:</b>  Common Core State Standards (CCSS), accessed May 17, 2013, from <a href="http://www.corestandards.org/">http://www.corestandards.org/</a>  ASCA National Standards for Students (ASCA), accessed June 11, 2013, from <a href="http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf">http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</a>					

**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 upper grade students to mentor freshmen throughout the 9<sup>th</sup> grade academic year.)

Materials/Special Preparations Required:

Trained mentors (Training should take place before activity)

Paper, pen, flip charts, markers

*Interview Guidelines* and *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 and/or several copies of college guides

Alumni of your school

Written instructions for navigating the selected program, such as Missouri Connections, Choices, or Discover (ACT) and a sample analysis sheet for chosen program or website where student may do a college search ([www.act.org](http://www.act.org) [www.collegeview.com](http://www.collegeview.com) [www.petersons.com](http://www.petersons.com))

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' Personal Plans of Study

**Missouri Comprehensive Guidance and Counseling Big Idea:**

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

**Grade Level Expectations (GLEs):**

- AD.5.A.09: Apply information and skills necessary to transition into high school. (DOK Level - 3)
- AD.5.A.10: Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options. (DOK Level - 4)
- AD.5.A.11: Increase knowledge and refine skills in preparation for the senior year and post-secondary options. (DOK Level - 3)
- AD.5.A.12: Utilize the achievement and performance skills necessary to transition to post-secondary options. (DOK Level - 2)

**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

	<ol style="list-style-type: none"> <li>2. Review and revise communications to improve accuracy and clarity</li> <li>3. Exchange information, questions and ideas while recognizing the perspectives of others</li> <li>6. Apply communication techniques to the job search and to the workplace</li> </ol>
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> <li>1. Identify problems and define their scope and elements</li> <li>2. Develop and apply strategies based on ways others have prevented or solved problems</li> <li>3. Develop and apply strategies based on one’s own experience in preventing or solving problems</li> <li>4. Evaluate the processes used in recognizing and solving problems</li> <li>5. Reason inductively from a set of specific facts and deductively from general premises</li> <li>6. Examine problems and proposed solutions from multiple perspectives</li> <li>7. Evaluate the extent to which a strategy addresses the problem</li> <li>8. Assess costs, benefits and other consequences of proposed solutions</li> </ol>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> <li>1. Explain reasoning and identify information used to support decisions</li> <li>3. Analyze the duties and responsibilities of individuals in societies</li> <li>4. Recognize and practice honesty and integrity in academic work and in the workplace</li> <li>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</li> <li>6. Identify tasks that require a coordinated effort and work with others to complete those tasks</li> <li>7. Identify and apply practices that preserve and enhance the safety and health of self and others</li> <li>8. Explore, prepare for and seek educational and job opportunities</li> </ol>

**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	<ol style="list-style-type: none"> <li>3. Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)</li> <li>6. Participating in formal and informal presentations and discussions of issues and ideas</li> </ol>
	Mathematics	
X	Social Studies	<ol style="list-style-type: none"> <li>6. Relationships of the individual and groups to institutions and cultural traditions</li> <li>7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)</li> </ol>
	Science	
X	Health/Physical Education	<ol style="list-style-type: none"> <li>5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)</li> </ol>
	Fine Arts	

**Unit Essential Questions:**

Why are healthy self care skills and behaviors necessary when adjusting to transitions?

**Unit Measurable Learning Objectives:**

Each freshman student will meet with their mentor for the interview to complete and discuss the *How Well Do You Know Your School* worksheet and the interview guidelines worksheet.

The student will make a list of 2-3 post secondary options and required information necessary for application. Students will write an essay about their transitional needs.

The student will complete the *Get Set for College* scavenger hunt and discuss with classmates.

The student will complete *Am I Ready* checklist/activity sheet, using their Personal Plan of Study.

**Unit Instructional Strategies/Instructional Activities:**

- Direct (Compare & Contrast; Demonstrations; Guided & Shared reading, listening, viewing, thinking)
- Indirect (Problem Solving)
- Experiential
- Independent Study (Essays)
- Interactive Instruction (Panels; Brainstorming; Discussion, Think, Pair, Share; Interviewing)

**Unit Summative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLEs.**

**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.

**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.

<p><b>Unit #1 Title:</b> Applying the Skills of Transitioning Between Educational Levels</p> <p><b>Lesson Title:</b> Exploration of Post-Secondary Options <span style="float: right;"><b>Lesson:</b> 2 of 4</span></p> <p><b>Grade Level:</b> 10</p> <p><b>Length of Lesson:</b> 55-70 minutes</p> <p><b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> AD.5: Applying the Skills of Transitioning Between Educational Levels</p> <p><b>Grade Level Expectation (GLE):</b> AD.5.A.10: Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options.</p> <p><b>American School Counselor Association National Standard (ASCA):</b> Academic Development</p> <ul style="list-style-type: none"> <li>B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</li> <li>C: Students will understand the relationship of academics to the world of work and to life at home and in the community.</li> </ul>
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**Materials (include activity sheets and/ or supporting resources)**

<p>Computer access for each student and/or several copies of college guides</p> <p>Alumni of your school</p> <p>Written instructions for navigating the selected program, such as Missouri Connections, Choices, or Discover (ACT) and a sample analysis sheet for chosen program. Or websites where student may do a college search (<a href="http://www.act.org">www.act.org</a> <a href="http://www.collegeview.com">www.collegeview.com</a> <a href="http://www.petersons.com">www.petersons.com</a>).</p>
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>2. Conduct research to answer questions and evaluate information and ideas</p> <p>4. Use technological tools and other resources to locate, select and organize information</p> <p>5. Comprehend and evaluate written, visual and oral presentations and works</p> <p>6. Discover and evaluate patterns and relationships in information, ideas and structures</p> <p>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</p>
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>8. Explore, prepare for and seek educational and job opportunities</p>

**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	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will make a list of 2-3 post secondary options and required information necessary for application. Students will write an essay about their transitional needs.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.**

Assessment of this lesson will be through analysis and discussion of personal computer print out from various inventories such as Missouri Connections, PLAN, ASVAB, Choices, Discover, etc.

Complete a list of personal options and requirements to transition into those options.

**Lesson Preparation**

**Essential Questions:**  
How will my life be different this year?

**Engagement (Hook):**  
Have two or three alumni of your school explain how they chose the college or school they are attending.

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
1. With the class, develop a list of personal information about the applicant a college or employer may require. Some suggestions are: <ul style="list-style-type: none"> <li>• GPA</li> <li>• Class rank</li> <li>• ACT/SAT scores</li> </ul>	1. Students will brainstorm information a college or employer may require.

<ul style="list-style-type: none"> <li>• High school curriculum</li> <li>• Extracurricular and community activities</li> <li>• Honors and awards earned</li> <li>• Work experience</li> <li>• Community service/volunteerism</li> <li>• Leadership positions</li> <li>• Essay</li> <li>• Resume</li> </ul> <p>2. Ask students to discuss post-secondary choices (i.e., four year universities, employment, community college, engineering and technical colleges, vocational-technical school, fine arts schools, nursing school, business school, military.</p> <p>3. Counselors will help students to conduct a computer search of college/job requirements.</p> <p>4. Have students make a list of 2 to 3 interesting options and describe the information they will need to transition into the next stage of their lives (college, training, work, and military.)</p> <p>5. Collect, review and return essays.</p>	<p>2. Students will participate in discussion.</p> <p>3. Students will complete a career and/or college search utilizing the Missouri Connections website in order to identify their own special needs, talents, and requirements.</p> <p>4. Students will write an essay about their transitional needs.</p> <p>5. Students will turn in essays.</p>
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**Teacher Follow-Up Activities**

Have students make a collage using pictures out of old magazines to show the things they do that will someday help them get a job or into a college. Display collages in the room.

**Counselor reflection notes (completed after the lesson)**

## **Academic Development**

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

### **Applying skills needed for educational achievement.**

**Major Points:** The emphasis in this area is developing “academic self efficacy”. This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

### **Applying the skills of transitioning between educational levels.**

**Major Points:** The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

### **Developing and monitoring personal educational plans.**

**Major Points:** The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8<sup>th</sup> grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

<p><b>UNIT DESCRIPTION: Applying the Skills of Transitioning Between Educational Levels</b></p> <p>This unit gives counselors the tools to help students successfully transition into high school, through high school, and beyond.</p>		<p><b>SUGGESTED UNIT TIMELINE:</b> 4 (one lesson each for 9, 10, 11, and 12)</p> <p><b>CLASS PERIOD:</b></p> <p>9<sup>th</sup> grade lesson -55 to 70 minutes</p> <p>10<sup>th</sup> grade lesson-55 to 70 minutes</p> <p>11<sup>th</sup> grade lesson-55 to 70 minutes</p> <p>12<sup>th</sup> grade lesson-50 minutes per student</p>				
<p><b>ESSENTIAL QUESTIONS:</b></p> <p>1. Why are healthy self care skills and behaviors necessary when adjusting to transitions?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
<p>1. Each freshman student will meet with their mentor for the interview to complete and discuss the “How Well Do You Know Your School” worksheet and the interview guidelines worksheet.</p>		<p>AD.5.A.09:  Apply information and skills necessary to transition into high school.</p>		<p>SL.9-10.1 SL.9-10.2 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6</p>	<p>AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p>	<p>Level 3</p>

<p>2. The student will make a list of 2-3 post secondary options and required information necessary for application. Students will write an essay about their transitional needs.</p>		<p>AD.5.A.10:  Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options.</p>		<p>RI.9-10.1 RI.9-10.4 RI.9-10.8 W.9-10.1 W.9-10.2 W.9-10.4 W.9-10.5 W.9-10.7 W.9-10.8 W.9-10.9 W.9-10.10 SL.9-10.1 SL.9-10.2 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 RST.9-10.1 RST.9-10.2 RST.9-10.4 RST.9-10.5 RST.9-10.7 WHST.9-10.1 WHST.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10</p>	<p>AD B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</p>	<p>Level 4</p>
<p>3. The student will complete the “Get Set for College” scavenger hunt and discuss with classmates.</p>		<p>AD.5.A.11:  Increase knowledge and refine skills in preparation for the senior year and</p>		<p>RI.11-12.1 RI.11-12.3 RI.11-12.4 RI.11-12.7 W.11-12.2 W.11-12.7 W.11-12.9 SL.11-12.1 SL.11-12.2 L.11-12.1</p>	<p>AD C. Students will understand the relationship of academics to the world of work and to</p>	<p>Level 3</p>

		post-secondary options.		L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6 RST.11-12.1 RST.11-12.2 RST.11-12.5 RST.11-12.7 RST.11-12.9 WHST.11-12.2 WHST.11-12.7 WHST.11-12.8 WHST.11-12.9	life at home and in the community.	
4. The student will complete "Am I Ready" checklist/activity sheet, using their Personal Plan of Study.		AD.5.A.12:  Utilize the achievement and performance skills necessary to transition to post-secondary options.		RI.11-12.1 RI.11-12.3 RI.11-12.4 RI.11-12.7 W.11-12.7 W.11-12.9 SL.11-12.1 SL.11-12.2 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6 RST.11-12.1 RST.11-12.2 RST.11-12.5 RST.11-12.7 RST.11-12.9	AD C.	Level 2
<b>ASSESSMENT DESCRIPTIONS*:</b>						
Counselor will meet individually with seniors during the second semester of their senior year.						
Counselor and student will complete a post-secondary checklist.						
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>					

	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2 3 4	See Lessons: Lesson 1 Grade 9 Freshman Mentor Program: Meeting My Mentor Lesson 2 Grade 10 Exploration of Post-Secondary Options Lesson 3 Grade 11 Get Set For College Lesson 4 Grade 12 Post-Secondary Checklist				
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>				
1 2 3 4	See Lessons: Lesson 1 Grade 9 Freshman Mentor Program: Meeting My Mentor Lesson 2 Grade 10 Exploration of Post-Secondary Options Lesson 3 Grade 11 Get Set For College Lesson 4 Grade 12 Post-Secondary Checklist				
	<u><b>Direct:</b></u> Structured Overview Lecture Explicit Teaching Drill & Practice Compare & Contrast (Ls. 3) Didactic Questions Demonstrations (Ls. 2) Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2, 3, 4)	<u><b>Indirect:</b></u> <input checked="" type="checkbox"/> Problem Solving (Ls. 1,3,4) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u><b>Experiential:</b></u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u><b>Independent Study</b></u> <input checked="" type="checkbox"/> Essays (Ls. 2) <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity <input type="checkbox"/> Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers <input type="checkbox"/> Activity Sheet (Ls.4)	<u><b>Interactive Instruction</b></u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input checked="" type="checkbox"/> Panels (Ls.2) <input checked="" type="checkbox"/> Brainstorming (Ls. 1,2) <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 2,3) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls.1,2,3) <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input checked="" type="checkbox"/> Interviewing (Ls.1) <input type="checkbox"/> Conferencing <input checked="" type="checkbox"/> Scavenger Hunt (Ls. 3)

**UNIT RESOURCES:**

Common Core State Standards (CCSS), accessed May 17, 2013, from <http://www.corestandards.org/>

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from  
[http://static.pdesas.org/content/documents/ASCA\\_National\\_Standards\\_for\\_Students.pdf](http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf)

**Unit #1 Title:** My Personal Plan of Study

**Grade Level:** 9-12

**Number of Lessons in Unit:** 6

**Time Required for each lesson:** 30-50 minutes

**Best time of year to implement this Unit:** At appropriate times throughout year

**Lesson Titles:**

**Grade 9**

Lesson # 1: Graduation Requirements

Materials/Special Preparations Required:

School course description books or enrollment guides

High school graduation requirements

List of graduation requirements

Handout titled; *Graduation Requirements Review* activity sheet

Lesson # 2: Evaluating Transcripts

Materials/Special Preparations Required:

Copy of students' transcripts

Whiteboard, SMART Board, other means to display formula for GPA including value of letter grades.

High school course description book or enrollment guide for class point value

**Grade 10**

Lesson # 3 Review and Revision of My Personal Plan of Study

Materials/Special Preparations Required:

Individual Students Portfolios, including Personal Plan of Study

High school course description books or enrollment guides

Lesson #4: Career Resources

Materials/Special Preparations Required:

Speakers or representatives from a Career Education Center

**Grade 11**

Lesson #5: Evaluating and Revising the Personal Plan of Study

Materials/Special Preparations Required:

ACT Test Dates and ACT Information

ACT Prep Classes Information

Visitation Dates for Post-Secondary Options

Literature for Education/Training Options

Career Fair Dates

ASVAB Test Dates

PSAT Dates

Dual Enrollment Information

College Day Visitation Information

<p>Information on Credit Recovery</p> <p><b>Grade 12</b></p> <p>Lesson #6: Assessing Personal Plan of Study for Life-Long Learning</p> <p>Materials/Special Preparations Required:</p> <p style="padding-left: 40px;">Worksheet titled Personal Plan of Study Review for Seniors</p> <p style="padding-left: 40px;">Personal Educational Plan Portfolios/4 year plan</p> <p><b>Missouri Comprehensive Guidance and Counseling Big Idea:</b></p> <p>AD.6 Developing and Monitoring Personal Plan of Study.</p> <p><b>Grade Level Expectations (GLEs):</b></p> <p>AD.6.A.09: Monitor and revise a Personal Plan of Study. (DOK Level - 3)</p> <p>AD.6.A.10: Explore options and resources available to further develop Personal Plan of Study for life-long learning. (DOK Level - 3)</p> <p>AD.6.A.11: Evaluate and revise a Personal Plan of Study for life-long learning. (DOK Level - 3)</p> <p>AD.6.A.12: Apply information to revise and implement a Personal Plan of Study necessary for life-long learning. (DOK Level - 4)</p> <p><b>American School Counselor Association National Standard (ASCA):</b></p> <p>Academic Development</p> <p style="padding-left: 40px;">B: Students will make decisions, set goals, and take necessary action to achieve goals.</p>
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> <li>1. Develop questions and ideas to initiate and refine research</li> <li>2. Conduct research to answer questions and evaluate information and ideas</li> <li>4. Use technological tools and other resources to locate, select and organize information</li> <li>5. Comprehend and evaluate written, visual and oral presentations and works</li> <li>6. Discover and evaluate patterns and relationships in information, ideas and structures</li> <li>7. Evaluate the accuracy of information and the reliability of its sources</li> </ol>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> <li>3. Review and revise communications to improve accuracy and clarity.</li> </ol>
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> <li>1. Identify problems and define their scope and elements</li> <li>2. Develop and apply strategies based on ways others have prevented or solved problems</li> <li>3. Develop and apply strategies based on ones own experience in preventing or solving problems</li> <li>5. Reason inductively from a set of specific facts and deductively from general premises</li> <li>6. Examine problems and proposed solutions from multiple perspectives</li> </ol>
X	<p>Goal 4: Make decisions and act as responsible members of society</p>

	<p>1. Explain reasoning and identify information used to support decisions</p> <p>4. Recognize and practice honesty and integrity in academic work and in the workplace</p> <p>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</p> <p>8. Explore, prepare for and seek educational and job opportunities</p>
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**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	<p>1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)</p> <p>6. Participating in formal and informal presentations and discussions of issues and ideas</p>
X Mathematics	<p>1. Addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations</p>
X Social Studies	<p>6. Relationships of the individual and groups to institutions and cultural traditions</p>
Science	
Health/Physical Education	
Fine Arts	

**Unit Essential Questions:**

<p>What happens if I change my goals?</p>
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**Unit Measurable Learning Objectives:**

<p>The student will complete <i>Graduation Requirements Review</i> activity sheet.</p> <p>The student will compute his/her individual GPA.</p> <p>The student will determine through transcript review, what actions and/or revisions need to occur in order to reach post-secondary goal.</p> <p>The student will review and revise personal plan of study to determine career path/cluster and related coursework.</p> <p>The student will complete one or more sample application(s) for post-secondary programs.</p> <p>The student will establish an individual calendar of important dates related to personal plans of study.</p> <p>The student will complete <i>Personal Plan of Study Review for Seniors</i>.</p> <p>The student will write a letter to his/her future self about goals and planning for the future.</p>
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**Unit Instructional Strategies/Instructional Activities:**

<p><u>  X  </u> Direct (Lecture; Explicit Teaching; Compare &amp; Contrast; Demonstrations; Guided &amp; Shared-Reading, Listening, Viewing, Thinking)</p>
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- Indirect (Problem Solving)
- Experiential (Simulations; Surveys)
- Independent Study (Journals; Learning Activity Sheet; Learning Contracts; Research)
- Interactive Instruction (Peer Partner Learning)

**Unit Summative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.**

Students will use graduation requirements, assessments, transcripts, educational, and career interests to review, revise, and implement Personal Plan of Study for lifelong learning.

**Brief Summary of Unit:**

Students will monitor and revise Personal Plan of Study written before high school. Course description booklets, transcripts, assessments and personal interest will be used for continued review and revisions of personal education plans. By the end of 12<sup>th</sup> grade, plans will have been revised and fully implemented for life-long learning.

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

Knowledge of a Personal Plan of Study, number and types of credits required for graduation

<b>Unit #1 Title:</b> My Personal Plan of Study	
<b>Lesson Title:</b> Review and Revision of My Personal Plan of Study	<b>Lesson:</b> 3 of 6
<b>Grade Level:</b> 10	<b>Length of Lesson:</b> 45-50 minutes
<b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> AD.6: Developing and Monitoring Personal Plan of Study.	
<b>Grade Level Expectation (GLE):</b> AD.6.A.10: Explore options and resources available to further develop Personal Plan of Study for lifelong learning.	
<b>American School Counselor Association National Standard (ASCA):</b> Academic Development B: Students will make decisions, set goals, and take necessary action to achieve goals.	

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

Portfolios, including Personal Plan of Study. Course description books or enrollment guides
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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 1. Develop questions and ideas to initiate and refine research 4. Use technological tools and other resources to locate, select and organize information
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 4. Reason inductively from a set of specific facts and deductively from general premises 5. Examine problems and proposed solutions from multiple perspectives
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

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts
	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics
	Social Studies
	Science
	Health/Physical Education

	Fine Arts	
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**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will determine through transcript review what actions and/or revisions need to occur in order to reach post-secondary goal.  
 The student will review and revise Personal Plan of Study to determine career cluster and related coursework.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.**

Revisions of students’ Personal Plan of Study, based on their use of their freshman year grades and course description booklets

**Lesson Preparation**

**Essential Questions:**  
 How does your Personal Plan of Study reflect your life/career/educational goals?

**Engagement (Hook):** Imagine we are 5 years in the future. Where do you live? What are you doing? What did you have to do to get where you are?

**Procedures**

<p><b>Instructor Procedures/Instructional Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Hand out students’ Personal Plan of Study and ask them review and rethink what they have written, based on their interests and first semester grades. First semester grades may need to be provided.</li> <li>2. Ask students to identify the career cluster that they are following and divide students into small groups by career clusters.</li> <li>3. Counselor should monitor/review the students’ revisions with them.</li> </ol>	<p><b>Student Involvement/Instructional Activities:</b></p> <ol style="list-style-type: none"> <li>1. Students will review and rethink plans and revise based on changing interests and 1<sup>st</sup> semester grades.</li> <li>2. In their groups, have the students review the course selections of their career cluster for the next 3 years by using high school course description books or enrollment guides.</li> <li>3. Students will revise information on their Personal Plan of Study, sign and date changes.</li> </ol>
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<p>4. Collect student plans and the course description books. (Note any revisions or problems with individual student's plans.) Copy plans...file one; return other to student.</p>	<p>4. Students hand in Personal Plan of Study and description course books.</p>
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**Teacher Follow-Up Activities**

Have student write an essay/term paper on career choices or educational goals.

**Counselor reflection notes (completed after the lesson)**

<b>Unit #1 Title:</b> My Personal Plan of Study	
<b>Lesson Title:</b> Career Resources	<b>Lesson 4 of 6</b>
<b>Grade Level:</b> 10	
<b>Length of Lesson:</b> 50-60 minutes	
<b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> AD.6: Developing and Monitoring Personal Plan of Study	
<b>Grade Level Expectation (GLE):</b> AD.6.A.10: Explore options and resources available to further develop Personal Plan of Study for life-long learning.	
<b>American School Counselor Association National Standard (ASCA):</b> Academic Development B: Students will make decisions, set goals, and take necessary action to achieve goals.	

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

Speaker or representative from a Career Education Center. Career Center sample applications for training programs and other post-secondary options.
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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 1. Develop questions and ideas to initiate and refine research 4. Use technological tools and other resources to locate, select and organize information
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 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

**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) 6. Participating in formal and informal presentations and discussion of issues and ideas

	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will complete one or more sample application(s) for post-secondary programs.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.**  
 Students planning to attend a career center will apply by the announced deadline.  
 The student will complete an application form for one or more post-secondary options.

**Lesson Preparation**

**Essential Questions:**  
 How do I get technical/career skills? What if I don't want to attend a four-year college?  
 What is career education?

**Engagement (Hook):** Is Career Education Center for you? If so, what would that future experience look like for you? If not, how might it look for someone else?

**Procedures**

<p><b>Instructor Procedures/Instructional Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Counselor will introduce speaker/ representative from a Career Education Center.</li> <li>2. Speaker or representative from a Career Education Center shares information about the center.</li> <li>3. The counselor shares Career Center sample applications for training programs and other post-secondary options.</li> <li>4. The counselor instructs students to complete</li> </ol>	<p><b>Student Involvement/Instructional Activities:</b></p> <ol style="list-style-type: none"> <li>1. Students will welcome the speaker.</li> <li>2. Students listen to the presentation about vocational/technical institutes and ask questions.</li> <li>3. Students will review information to make decisions in regards to making post-secondary choices or researching their options.</li> <li>4. Students complete one or more</li> </ol>
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one or more applications.	applications.
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**Teacher Follow-Up Activities**

Teachers are encouraged to announce application deadlines for vocational technical institutes.  
Teachers are encouraged to recommend students who may need a vocational assessment.

**Counselor reflection notes (completed after the lesson)**

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## **Academic Development**

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

### **Applying skills needed for educational achievement.**

**Major Points:** The emphasis in this area is developing “academic self efficacy”. This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

### **Applying the skills of transitioning between educational levels.**

**Major Points:** The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

### **Developing and monitoring personal educational plans.**

**Major Points:** The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8<sup>th</sup> grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

<b>UNIT DESCRIPTION: My Personal Plan of Study</b>		<b>SUGGESTED UNIT TIMELINE:</b> 6 Lessons				
Students will monitor and revise Personal Plan of Study written before high school. Course description booklets, transcripts, assessments and personal interest will be used for continued review and revisions of Personal Plan of Study. By the end of 12 <sup>th</sup> grade, plans will have been revised and fully implemented for lifelong learning.		<b>CLASS PERIOD (min.):</b> 30-50 minutes each				
<b>ESSENTIAL QUESTIONS:</b>						
1. What happens if I change my goals?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will complete <i>Graduation Requirements Review</i> activity sheet.		AD.6.A.09:  Monitor and revise a Personal Plan of Study.		RI.9-10.4 W.9-10.2 W.9-10.4 W.9-10.7 W.9-10.8 W.9-10.10 SL.9-10.1 SL.9-10.2 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD B.  Students will make decisions, set goals, and take necessary action to achieve goals.	Level 3
2. The student will compute his/her individual GPA.		AD.6.A.09		RI.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5	AD B	Level 3

				L.9-10.6		
3. The student will determine through transcript review, what actions and/or revisions need to occur in order to reach post-secondary goal.		AD.6.A.10 Explore options and resources available to further develop Personal Plan of Study for life-long learning.		RI.9-10.4 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD B	Level 3
4. The student will review and revise personal plan of study to determine career path/cluster and related coursework.		AD.6.A.10		RI.9-10.4 SL.9-10.1 SL.9-10.2 SL.9-10.3 L.9-10.1 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD B	Level 3
5. The student will complete one or more sample application(s) for post-secondary programs.		AD.6.A.11: Evaluate and revise a Personal Plan of Study for life-long learning.		W.11-12.1 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.8 W.11-12.9 W.11-12.10 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	AD B	Level3
6. The student will establish an individual calendar important dates related to personal plans of study.		AD.6.A.11		RI.11-12.4 RI.11-12.7	AD B	Level3

				L.11-12.1 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6		
7. The student will complete “Personal Plan of Study Review for Seniors”.		AD.6.A.12:  Apply information to revise and implement a Personal Plan of Study necessary for lifelong learning.		SL.11-12.1 SL.11-12.4 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	AD B	Level 4
8. The student will write a letter to his/her future self about goals and planning for the future.		AD.6.A.12		W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.8 W.11-12.10 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	AD B	Level 4
<b>ASSESSMENT DESCRIPTIONS*:</b>						
Students will use graduation requirements, assessments, transcripts, educational, and career interests to review, revise, and implement Personal Plan of Study for lifelong learning.						
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential					

	<input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1	See Lessons:				
2	Lesson 1 Grade 9 Graduation Requirements				
3	Lesson 2 Grade 9 Evaluating Transcripts				
4	Lesson 3 Grade 10 Review and Revision of My Personal Plan of Study				
5	Lesson 4 Grade 10 Career Resources				
6	Lesson 5 Grade 11 Evaluating and Revising the Personal Plan of Study				
7	Lesson 6 Grade 12 Assessing Personal Plan of Study for Life-Long Learning				
8					
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>				
1	See Lessons:				
2	Lesson 1 Grade 9 Graduation Requirements				
3	Lesson 2 Grade 9 Evaluating Transcripts				
4	Lesson 3 Grade 10 Review and Revision of My Personal Plan of Study				
5	Lesson 4 Grade 10 Career Resources				
6	Lesson 5 Grade 11 Evaluating and Revising the Personal Plan of Study				
7	Lesson 6 Grade 12 Assessing Personal Plan of Study for Life-Long Learning				
8					
	<b>Direct:</b> <input type="checkbox"/> Structured Overview <input checked="" type="checkbox"/> Lecture (Ls. 4) <input checked="" type="checkbox"/> Explicit Teaching (Ls. 1,2,4,5) <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls. 1) <input type="checkbox"/> Didactic Questions <input checked="" type="checkbox"/> Demonstrations (Ls. 2) <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2, 3, 4, 5, 6)	<b>Indirect:</b> <input checked="" type="checkbox"/> Problem Solving (Ls. 1,2,3) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<b>Experiential:</b> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations (Ls.4) <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input checked="" type="checkbox"/> Surveys (Ls. 6)	<b>Independent Study</b> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input checked="" type="checkbox"/> Journals (Ls. 6) <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input checked="" type="checkbox"/> Learning Activity Sheets (Ls. 2,3,6) <input type="checkbox"/> Correspondence Lessons <input checked="" type="checkbox"/> Learning Contracts (Ls. 5) <input type="checkbox"/> Homework <input checked="" type="checkbox"/> Research (Ls. 1,3) <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<b>Interactive Instruction</b> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input checked="" type="checkbox"/> Peer Partner Learning (Ls.1,3) <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing

**UNIT RESOURCES:**

Common Core State Standards (CCSS), accessed May 17, 2013, from <http://www.corestandards.org/>

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from  
[http://static.pdesas.org/content/documents/ASCA\\_National\\_Standards\\_for\\_Students.pdf](http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf)

**Unit #1 Title:** Lifelong Learning and Goal Setting

**Grade Level:** 9-12

**Number of Lessons in Unit:** 5

**Time Required for Each Lesson:** 55-70 minutes

**Lesson Titles:**

**Grade 9**

Lesson 1: Revisiting the *Personal Plan of Study* and Post HS Requirements

Materials/Special Preparations Required:

Each Student's *Personal Plan of Study* (Initiated in 8<sup>th</sup> Grade)

Career interest inventory results

List of the entrance requirements for public and private post-secondary education/training options, the military, and procedures/resources for obtaining a full-time job immediately after graduation from high school.

**Grade 10**

Lesson 2: Revisiting the *Personal Plan of Study*: Using Occupational Trial Plan

Materials/Special Preparations Required:

Each Student's *Personal Plan of Study* (Initiated in 8<sup>th</sup> Grade)

Activity Sheet "Occupational Trial Plan" Source: The "Occupational Trial Plan" is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (Missouri Department of Elementary and Secondary Education, 1980).

**Grade 11**

Lesson 3: Does My Career Fit Me? (Venn Diagram):

Materials/Special Preparations Required:

Paper and pencil.

Teacher will need an example Venn Diagram that can be projected for students' viewing as a class (overhead transparency, paper copy, computer-generated)

Lesson 4: Get Set for College

Materials/Special Preparations Required: College preparation materials such as ACT

"Get Set For College" brochure (available free of

charge): <http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf> for each student

**Grade 12**

Lesson 5: Post-Secondary Checklist

Materials/ Special Preparation Required:

Am I Ready? Checklist

Pen or pencil

**Missouri Comprehensive Guidance and Counseling Big Ideas:**

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

**Grade Level Expectations (GLEs):**

- CD.7.A.09: Compare current strengths and limitations with the individual’s career and educational plan and adjust the plan as necessary. (DOK Level – 3)
- CD.8.B.09: Identify the entrance requirements and application procedures for post-secondary options. (DOK Level – 2)
- CD.7.A.10: Revisit current career and educational plan as it relates to evolving and/or new interests, strengths, and limitations. (DOK Level – 3)
- CD.8.B.10: Apply knowledge of self to make informed decisions about post-secondary options. (DOK Level – 4)
- CD.7.A.11: Analyze the education, training and personal characteristics needed to achieve current life career goals and compare those characteristics with one’s own characteristics. (DOK Level – 4)
- CD.7.C.11: Identify personal contributions to the world of work as a result of one’s career choices. (DOK Level – 3)
- CD.8.B.11: Apply research skills to obtain information on training and education requirements for post-secondary choices. (DOK Level – 4)
- CD.7.A.12: Utilize Knowledge of the world of work; personal interest; and strengths and limitations to develop short-and long-term post-secondary plans. (DOK Level – 4)
- CD.8.B.12: Know and understand the levels of training and education required for life career goals. (DOK Level - 4)

**American School Counselor Association (ASCA) National Standard:**

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 decision.
- 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.

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> <li>1. Develop questions and ideas to initiate and refine research</li> <li>2. Conduct research to answer questions and evaluate information and ideas</li> <li>4. Use technological tools and other resources to locate, select and organize information</li> <li>5. Comprehend and evaluate written, visual and oral presentations and works</li> <li>6. Discover and evaluate patterns and relationships in information, ideas and structures</li> <li>7. Evaluate the accuracy of information and the reliability of its source</li> <li>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</li> <li>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</li> </ol>
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X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> <li>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</li> <li>2. Review and revise communications to improve accuracy and clarity</li> <li>3. Exchange information, question and ideas while recognizing the perspectives of others</li> <li>6. Apply communications techniques to the job search and to the workplace</li> <li>7. Use technological tools to exchange information and ideas</li> </ol>
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> <li>1. Identify problems and define their scope and elements</li> <li>5. Reason inductively from a set of specific facts and deductively from general premises</li> <li>4. Evaluate the processes used in recognizing and solving problems</li> <li>6. Examine problems and proposed solutions from multiple perspectives</li> <li>7. Evaluate the extent to which a strategy addresses the problem</li> <li>8. Assess costs, benefits and other consequences of proposed solutions</li> </ol>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> <li>1. Explain reasoning and identify information used to support decisions</li> <li>3. Analyze the duties and responsibilities of individuals in societies</li> <li>4. Recognize and practice honesty and integrity in academic work and in the workplace</li> <li>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</li> <li>6. Identify tasks that require a coordinated effort and work with others to complete those tasks</li> <li>8. Explore, prepare for and seek educational and job opportunities</li> </ol>

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

Academic Content Area(s)	Specific Skill(s)
X	<p>Communication Arts</p> <ol style="list-style-type: none"> <li>1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)</li> <li>4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)</li> <li>6. Participating in formal and informal presentations and discussions of issues and ideas</li> </ol>
	<p>Mathematics</p>
X	<p>Social Studies</p> <ol style="list-style-type: none"> <li>4. Economic concepts (including productivity and the market system) and principles (including the laws for supply and demand)</li> <li>6. Relationship of the individual and groups to institutions and cultural traditions.</li> </ol>
	<p>Science</p>
	<p>Health/Physical Education</p>
	<p>Fine Arts</p> <ol style="list-style-type: none"> <li>1. Process and techniques for the production,</li> </ol>

		exhibition or performance of one or more of the visual or performed arts
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**Unit Essential Questions:**

How do interests, strengths, and limitations change over one’s lifetime?  
 Why do people’s career choices change?  
 How does a person share his/her strengths and skills?  
 What influences what a person wants to do with their life?  
 Are career choices a decision or a journey?

**Unit Measurable Learning Objectives:**

The student will review and revise his/her Personal Plans of Study, noting changes in career interests and goals since last review was conducted.  
 The student will identify at least two personal, educational and/or training requirements needed for his/her career choice.  
 Students will demonstrate the importance of all jobs by writing a position statement with supporting details, which takes into account local and world implications; Career Paths / Clusters information; and respect for all work and workers.  
 The student will apply knowledge of self to develop information to be used for post-secondary applications.  
 The students will list the six steps to simplify college planning.

**Unit Instructional Strategies/Instructional Activities:**

- Direct (Compare & Contrast)
- Indirect (Problem Solving, Reflective Discussion)
- Experiential (Simulations, Surveys)
- Independent Study (Essays)
- Interactive Instruction (Panels, Discussion, Think-Pair-Share, Cooperative Learning, Interviewing)

**Unit Summative Assessment (acceptable evidence):**

**Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.**  
 Each student will complete his/her Personal Plan of Study.  
 Students will fill out the post-secondary checklist, discuss the results, identify at least two postsecondary options and develop a transition plan for their current choice.

**Brief Summary of Unit:**

In this unit for 9<sup>th</sup> – 12<sup>th</sup> grades, students will learn and implement knowledge, skill and understanding that will enable them to apply self-knowledge to the process of planning for post-secondary options. This unit will provide students with information, resources and competence to enable them to become lifelong learners and advocates for themselves when facing change and/or opportunities for change.  
**Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?**

How to prepare a *Personal Plan of Study*.

High school graduation requirements.

Use of personal transcript to evaluate current and future preparation for entrance into post-secondary options

<b>Unit 1 Title:</b> Lifelong learning and Goal Setting	
<b>Lesson Title:</b> Revisiting the <i>Personal Plan of Study</i> : Using the “Occupational Trial Plan”	<b>Grade Level:</b> 10
<b>Lesson:</b> 2 of 5	
<b>Length of Lesson:</b> 55 to 70 minutes	
<b>Missouri Comprehensive Guidance and Counseling Big Ideas:</b>	
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.	
<b>Grade Level Expectations (GLEs):</b>	
CD.7.A.10: Revisit current career and educational plan as it relates to evolving and/or new interests, strengths and limitations.	
CD.8.B.10: Apply knowledge of self to make informed decisions about post-secondary options.	
<b>American School Counselor Association (ASCA) National Standard:</b>	
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.	

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

<p>Activity Sheet “Occupational Trial Plan” (copy for each student)</p> <p>Counselor-completed “Occupational Trial Plan” to serve as an example for students’ plans (make several copies)</p> <p>Source: “The Occupational Trial Plan” is adapted from the <i>Missouri Career Education: Senior High-Exemplary Activities Handbook</i>, (Missouri Department of Elementary and Secondary Education, 1980)</p> <p>Students’ <i>Personal Plan of Study</i> (initiated in 8<sup>th</sup> grade and reviewed/revised/refined in subsequent years)</p>
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**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
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 7. Use technological tools to exchange information and ideas

X	<p>Goal 3: Recognize and solve problems</p> <p>4. Evaluate the processes used in recognizing and solving problems</p> <p>6. Examine problems and proposed solutions from multiple perspectives</p> <p>7. Evaluate the extent to which a strategy addresses the problem</p> <p>8. Assess costs, benefits and other consequences of proposed solutions</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions</p> <p>4. Recognize and practice honesty and integrity in academic work and in the workplace</p> <p>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</p> <p>8. Explore, prepare for and seek educational and job opportunities</p>

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

Academic Content Area(s)	Specific Skill(s)
X	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

<p>The student will review and revise his/her Personal Plans of Study, noting changes in career interests and goals since last review was conducted.</p> <p>The student will identify at least two personal, educational and/or training requirements needed for his/her career choice.</p>
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**Lesson Formative Assessment (acceptable evidence):**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLEs.</b></p> <p><b>Assessment can be question answer, performance activity, etc.</b></p> <p>Students will identify job requirements/expectations of their personal career choices and compare these with their own personal preferences via completion of the “Occupational Trial Plan” and their individual <i>Personal Plan of Study</i>.</p>
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**Lesson Preparation**

<p><b>Essential Questions:</b></p> <p>I’ve changed my mind about my career plans three (3) times in the past month! I’m exploring the occupations as I consider them. How in the world can I ever keep track of everything I discover about the occupations and me?</p> <p>What does the Occupational Trial Plan have to do with my career choice?</p>
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**Engagement (Hook):**

So much to do! So little time!! Counselor explains his or her completed Occupational Trial Plan (make several copies to pass around for students to see)

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<ol style="list-style-type: none"> <li>1. Counselor: Complete your personalized Occupational Trial Plan and make several copies of it prior to class. Explain the processes you used as you responded to each question. Encourage students to look at your plan as they complete their own. Distribute blank “Occupational Trial Plan” Activity Sheets to students.</li> <li>2. Monitor and encourage students’ completion of their “Occupational Trial Plans.”</li> <li>3. Divide class into pairs to explain and clarify completed plans.</li> <li>4. Review with students their new findings and any new career decisions about their proposed careers that they have made or are considering. This may be done as a classroom guidance lesson or as a part of the Individual Planning strategies.</li> <li>5. After you have had an opportunity to review their plans, return <i>Personal Plans of Study</i> to students for inclusion in their “Important Papers” storage system (If your district has not adopted a plan/procedure for students to use to save “Important Papers”, encourage students to develop their own).</li> </ol>	<ol style="list-style-type: none"> <li>1. Following presentation of the counselor’s “Occupational Trial Plan, students will create their own plans.</li> <li>2. Students ask clarifying questions as they respond to the questions</li> <li>3. Students will explain and clarify their responses as they share their plans with a peer. During discussions with peer-partner, students will discuss/explain areas of certainty and areas of uncertainty.</li> <li>4. Prior to counselor-review of students’ “Occupational Trial Plans”, develop questions to be discussed with counselor.</li> <li>5. Students will lead the review of their “Occupational Trial Plans” by proposing questions and supporting choices as counselor helps students explore broader possibilities (if necessary). Students will store “Occupational Trial Planner</li> </ol>

**Teacher Follow-Up Activities**

Work with classroom teacher(s) to develop a unit or lesson, which includes student research about unique job opportunities and their characteristics.

**Counselor reflection notes (completed after the lesson)**

## The Occupational Trial Plan

The “Occupational Trial Plan” will help you organize your discoveries about the world of work and you! During the next few years you will be making choices that will influence your life satisfaction, success, and stability. Complete this plan thoughtfully and you’ll be better prepared than many to make the hard decisions that lie ahead of you!

(A reminder: You are to respond to the items from your own point of view ... your responses may be different from those of your friends.)

### PART I: ALL THINGS CONSIDERED

Check ( ) when task/activity has been completed

Underline one in each box

( ) 1. I have considered the mental abilities and aptitudes needed for this occupation (such as scholastic ability, clerical, mathematical, verbal, science or mechanical aptitude).	I can meet them I cannot meet them Not sure
( ) 2. I have considered the preparation needed for this occupation (length of training, courses required, nature of education or training, aptitude, strength and interest).	I can meet them I cannot meet them Not sure
( ) 3. I have considered my interests and personality needs (interest in ideas, people or things, and outdoor, artistic, investigative or mechanical personality inclinations).	My interests and personality needs are in the following areas:
( ) 4 The physical requirements, the physical surroundings and working conditions of this occupation have been investigated.	They appear to be: Satisfactory Unsatisfactory
( ) 5. I have carefully considered the advantages and disadvantages of this occupation. The advantages outweigh the disadvantages.	Yes      No
( ) 6. I can tolerate the disadvantages.	Yes      No
( ) 7. I have investigated the job outlook in this occupation for the next 10 years.	The outlook is: Excellent      Good Fair              Poor
( ) 8. The activities of this occupation seem to be in harmony with my value system and life style.	Yes      No
( ) 9. I have investigated the probable geographic area in which employment will be available in this occupation.	I am              I am not ...willing to leave my home town area.

**PART II: MORE “THINGS” TO CONSIDER**

1. Most workers in this occupation are found in (circle all that apply):

- |         |                      |           |
|---------|----------------------|-----------|
| Cities  | Rural Areas          | All Areas |
| Offices | Manufacturing Plants | Other     |

2. Possibilities for promotion are:      \_\_\_\_good    \_\_\_\_ fair    \_\_\_\_ poor.

3. The earnings I can make in this occupation are: \_\_\_\_satisfactory \_\_\_\_ unsatisfactory for me and the lifestyle I want to live.

4. I have\_\_\_\_ have not\_\_\_\_ discussed my plans with someone in this occupation.

5. I will take the following steps (include courses that are needed) to prepare myself for this occupation.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

6. I have\_\_ have not\_\_ considered the financial requirements of post-secondary preparation for this occupation.

7. I will either meet these financial requirements with my own resources or I will:

(Check all that apply)

- \_\_\_\_\_ Apply for financial aid
- \_\_\_\_\_ Apply for scholarships
- \_\_\_\_\_ Apply for a student loan from the institution I plan to attend
- \_\_\_\_\_ Find a job

8. I plan to seek further occupational preparation at one of these institutions:

	Name of Institution	Address	Area of Study
a.	_____	_____	_____
b.	_____	_____	_____

c.

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**PART III: ALL THINGS (AND MORE) CONSIDERED:  
PRIORITIES FOR THE FUTURE**

1. I have discovered that I will be happiest and most successful AT WORK if I ....
  
2. It will be important that my work is located ...
  
3. Satisfaction during my non-working time, means I ....
  
4. I will have a sense of stability in my work and non-work life if I ...

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Signature

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Date

**COURSE INTRODUCTION:****Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

**Applying career exploration and planning skills in the achievement of life career goals.**

**Major Points:** This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

**Knowing where and how to obtain information about the world of work and post-secondary training/education.**

**Major Points:** This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

**Applying skills for college and career readiness and success.**

**Major Points:** College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other’s differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.





				SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8		
3. Students will demonstrate the importance of all jobs by writing a position statement with supporting details, which takes into account local and world implications; Career Paths / Clusters information; and respect for all work and workers.		CD.7.A.09 CD.8.B.09 CD.7.A.10 CD.7.A.11 CD.7.C.11		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	CD A CD B CD C	DOK Level – 3 DOK Level – 2 DOK Level – 3 DOK Level – 4 DOK Level – 3

					L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8		
<b>ASSESSMENT DESCRIPTIONS*:</b>							
The summative assessment for the Career Development Strand is “The Ultimate Career Development Experience for Seniors” (see folder for Unit 6)							
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>						
	<input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction						
	<b>See:</b> 1 Lesson 1 Grade 9 Revisiting the <i>Personal Plan of Study</i> and Post HS Requirements 2 Lesson 2 Grade 10 Revisiting the <i>Personal Plan of Study: Using Occupational Trial Plan</i> 3 Lesson 3 Grade 11 Does My Career Fit Me? (Venn Diagram) Lesson 4 Grade 11 Get Set for College Lesson 5 Grade 12 Post-Secondary Checklist						
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>						
	<b>See:</b> 1 Lesson 1 Grade 9 Revisiting the <i>Personal Plan of Study</i> and Post HS Requirements 2 Lesson 2 Grade 10 Revisiting the <i>Personal Plan of Study: Using Occupational Trial Plan</i> 3 Lesson 3 Grade 11 Does My Career Fit Me? (Venn Diagram)						

Lesson 4 Grade 11 Get Set for College Lesson 5 Grade 12 Post-Secondary Checklist				
<u>Direct:</u>	<u>Indirect:</u>	<u>Experiential:</u>	<u>Independent Study</u>	<u>Interactive Instruction</u>
<input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls. 1,2,3,4) <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<input checked="" type="checkbox"/> Problem Solving (Ls. 2,3) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 1,2,3) <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations (Ls. 4) <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input checked="" type="checkbox"/> Surveys (Ls. 2)	<input checked="" type="checkbox"/> Essays (Ls. 4) <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input checked="" type="checkbox"/> Panels (Ls 1) <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1,2,3,4) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 2) <input checked="" type="checkbox"/> Cooperative Learning (Ls. 4) <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input checked="" type="checkbox"/> Interviewing (Ls. 1) <input type="checkbox"/> Conferencing
<b>UNIT RESOURCES:</b>  Common Core State Standards (CCSS), accessed May 17, 2013, from <a href="http://www.corestandards.org/">http://www.corestandards.org/</a>  ASCA National Standards for Students (ASCA), accessed June 11, 2013, from <a href="http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf">http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</a>				

**Unit 2 Title:** Navigating Through the World of Work

**Grade Level:** 9-12

**Number of Lessons in Unit:** 4

**Time Required for Each Lesson:** 55-70 min.

**Lesson Titles:**

**Grade 9**

Lesson 1: Career Interest Inventory

Materials/Special Preparation Required:

Career Path/Career Cluster posters or handouts

A career interest inventory such as:

Missouri Connections - [www.missouriconnections.org](http://www.missouriconnections.org)

Choices – [www.choices.org](http://www.choices.org)

Self- Directed Search – [www.self-directed-search.com](http://www.self-directed-search.com)

ACT's Discover – [www.act.org](http://www.act.org)

**Grade 10**

Lesson 2: Investigating Career Resources

Materials/Special Preparation Required:

Activity Sheet: Outlook for Jobs in the Future

Computer for each student or paper & pencil

The *Occupational Outlook Handbook* - <http://www.bls.gov/oco/>

*Dictionary of Occupational Titles* - <http://www.occupationalinfo.org/>

On-line resources available through US government, e.g. America's Career Resource Network (ACRN) [www.acrnetwork.org](http://www.acrnetwork.org) and [www.online.onetcenter.org](http://www.online.onetcenter.org)

Missouri Connections, [www.missouriconnections.org](http://www.missouriconnections.org)

Any other career resource

Career Path Mini Poster

**Grade 11**

Lesson 3: Job Shadowing

Materials/Special Preparation Required:

Job shadowing worksheets

Phone contact form

Teacher consent form

Description and checklist

Workplace tips

Thank you letter

Consent participant form

Orientation form

Questions form

Reflection form

Supervision form

List of local businesses and organizations (prepared by counselor)

Counselor Information Sheet for Job Shadowing

**Grade 12**

Lesson 4: What Do They Do?

Materials/Special Preparation Required:

None

**Missouri Comprehensive Guidance and Counseling Big Ideas:**

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

**Grade Level Expectations (GLEs):**

CD.7.B.09: Recognize the sixteen (16) career clusters within the six career paths for exploring and preparing for careers now and in the future. (DOK Level – 2)

CD.8.A.09: Integrate career and educational information with knowledge of self and career clusters to identify occupations of interest. (DOK Level – 4)

CD.7.B.10: Evaluate a variety of resources to aid in career exploration and planning now and in the future. (DOK Level – 3)

CD.8.A.10: Analyze career and educational information to identify the most relevant resources for specific career options. (DOK Level – 4)

CD.7.B.11: Utilize a variety of resources to aid in career exploration and planning. (DOK Level 3)

CD.8.A.11: Synthesize career and educational information gathered from a variety of sources. (DOK Level - 4)

CD.7.B.12: Utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work and technology changes. (DOK Level – 4)

CD.8.A.12: Utilize career and educational information in career decision-making. (DOK Level – 4)

**American School Counselor Association (ASCA) National Standard:**

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.

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.

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

	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
X	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

	<p>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</p> <p>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</p> <p>2. Review and revise communications to improve accuracy and clarity</p> <p>3. Exchange information, question and ideas while recognizing the perspectives of others</p> <p>6. Apply communications techniques to the job search and to the workplace</p> <p>7. Use technological tools to exchange information and ideas</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>1. Identify problems and define their scope and elements</p> <p>2. Evaluate the processes used in recognizing and solving problems</p> <p>3. Develop and apply strategies based on one’s own experience in preventing or solving problems</p> <p>4. Evaluate the processes used in recognizing and solving problems</p> <p>6. Examine problems and proposed solutions from multiple perspectives</p> <p>7. Evaluate the extent to which a strategy addresses the problem</p> <p>8. Assess costs, benefits and other consequences of proposed solutions</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions</p> <p>3. Analyze the duties and responsibilities of individuals in societies</p> <p>4. Recognize and practice honesty and integrity in academic work and in the workplace</p> <p>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</p> <p>6. Identify tasks that require a coordinated effort and work with others to complete those tasks</p> <p>8. Explore, prepare for and seek educational and job opportunities</p>

**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	<p>1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)</p> <p>3. Reading and evaluating nonfiction works and materials (such a biographies, newspapers, technical manuals)</p> <p>4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)</p> <p>6. Participating in formal and informal presentations and discussions of issues and ideas</p>
	Mathematics	
X	Social Studies	<p>6. Relationships of the individual and groups to institutions and cultural traditions</p> <p>7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)</p>

	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

**Unit Essential Questions:**

How do interests and goals fit together?  
 How do careers differ?  
 How does a job shadowing experience affect a person’s job choice?  
 How does one obtain the job they want?

**Unit Measurable Learning Objectives:**

The student will complete a career inventory to identify at least one career of interest.  
 The student will utilize career information from a variety of resources to identify educational requirements, average salary, and outlook for a job from 3 of the 16 Career Clusters.  
 The student will complete a job shadowing experience.  
 The student will write one essay on his/her career of interest.

**Unit Instructional Strategies/Instructional Activities:**

Direct  
 Indirect  
 Experiential  
 Independent study  
 Interactive Instruction

**Unit Summative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLEs.**  
**Assessment can be question answer, performance activity, etc.**  
 After interviewing a person who has a career that is of interest to the student, he/she will write an essay on the information gathered.

**Brief Summary of Unit:**

This unit helps students gain a working knowledge and understanding of their interests, of relevant and credible career exploration and planning resources, and ways to experience work roles. Students will use career inventories, career resources, job shadowing, and interviews to explore their career interests.

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

Knowledge of the purposes and elements of Career Clusters as a structure for the world of work, including the names of the Career Paths/Career Clusters  
 The occupations that are included in each Career Path/Career Cluster and the

education/training required for specific careers.  
Awareness of self and personal career interests  
Computer use for research and composition of presentation.

<b>Unit #2 Title:</b> Navigating the World of Work	
<b>Lesson Title:</b> Investigating Career Resources	<b>Lesson:</b> 2 of 4
<b>Grade Level:</b> 10	
<b>Length of Lesson:</b> 55-70 minutes	
<b>Missouri Comprehensive Guidance and Counseling Big Ideas:</b>	
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.	
<b>Grade Level Expectations (GLEs):</b>	
CD.7.B.10: Evaluate a variety of resources to aid in career exploration and planning now and in the future.	
CD.8.A.10: Analyze career and educational information to identify the most relevant resources for specific career options.	
<b>American School Counselor Association (ASCA) National Standard:</b>	
Career Development	
A. Students will acquire the skills to navigate the world of work in relation to knowledge of self and to make informed career decisions.	

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

<p>Listing of Career Paths/Career Clusters posters or handouts          Activity Sheet: Outlook for Jobs in the Future          Computer for each student or paper &amp; pencil          The <i>Occupational Outlook Handbook</i> - <a href="http://www.bls.gov/oco/">http://www.bls.gov/oco/</a>  <i>Dictionary of Occupational Titles</i> - <a href="http://www.occupationalinfo.org/">http://www.occupationalinfo.org/</a>          On-line resources available through US government, e.g. America’s Career Resource Network (ACRN) <a href="http://www.acrnetwork.org">www.acrnetwork.org</a> and <a href="http://www.online.onetcenter.org">www.online.onetcenter.org</a>          Missouri Connections, <a href="http://www.missouriconnections.org">www.missouriconnections.org</a>          Any other career resource          Career Path Mini Poster</p>
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**Show Me Standards: Performance Goals (check one or more that apply)**

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>2. Conduct research to answer questions and evaluate information and ideas</p> <p>4. Use technological tools and other resources to locate, select and organize information</p> <p>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>7. Use technological tools to exchange information and ideas</p>

X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Evaluate the processes used in recognizing and solving problems
X	Goal 4: Make decisions and act as responsible members of society 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	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Identifying and evaluating relationships between language and culture
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will utilize career information from a variety of resources to identify educational requirements, average salary, and outlook for a job from 3 of the 16 Career Clusters.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.**  
Students will choose one career from 3 of the 16 Career Clusters. They will identify and submit a written report, which addresses educational requirements, average salary, and job outlook for each job.

**Lesson Preparation**

**Essential Question:**  
How do careers differ?

**Engagement (Hook):**  
Did you know ... with a click of your mouse you can find information about any occupation? You can view video-clips of people at work? Our goal for today is to help you help yourself –to a lifetime of success.

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/ Instructional Activities:</b>
<ol style="list-style-type: none"><li>1. Counselor will give students handouts with Career Paths and Career Clusters and the Activity Sheet: “Outlook for Jobs in the Future”. Students will be instructed to select three jobs from the Career Clusters.</li><li>2. Students are instructed to list educational requirements, salary or wages, and job outlook for each job using a different resource for each, on the attached reporting form.</li><li>3. Counselor monitors students’ progress.</li></ol>	<ol style="list-style-type: none"><li>1. Students will use the handouts to select a job of interest from 3 of the 16 Career Clusters.</li><li>2. Students list educational requirements, salary or wages, and job outlook for each job using a different resource for each on the form.</li><li>3. Students complete form and ask clarifying questions.</li></ol>

**Teacher Follow-Up Activities**

Students select one job and interview a person employed in that job. They could then write a paper entitled, “A Day in the Life of.....”

**Counselor reflection notes (completed after the lesson)**

## *Career Paths*

### *Working Together in Our Community*



#### ***Business, Management, & Technology***

Occupations in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.



#### ***Arts & Communications***

Occupations in this path are related to humanities and performing, visual, literary, and media arts. These include architecture, writing, film, fine arts, journalism, languages, media, advertising, public relations, and graphic, interior, and fashion design.



#### ***Natural Resources/Agriculture***

Occupations in this path are related to agriculture, the environment, and natural resources. These include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.



#### ***Industrial & Engineering Technology***

Occupations in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.



#### ***Human Services***

Occupations in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, childcare, social services, and personal services.



#### ***Health Services***

Occupations in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.

## THE 16 CAREER CLUSTERS

For more information and access to valuable resources re: Career Clusters go to:  
States Career Clusters: [www.careerclusters.org](http://www.careerclusters.org) or [www.missouriconnections.org](http://www.missouriconnections.org)

Agriculture, Food & Natural Resources

Architecture & Construction

Arts, A/V Technology & Communications

Business Management & Administration

Education & Training

Finance

Government & Public Administration

Health Science

Hospitality & Tourism

Human Services

Information Technology

Law, Public Safety, Corrections & Security

Manufacturing

Marketing

Science, Technology, Engineering & Mathematics

Transportation, Distribution & Logistics

## OUTLOOK FOR JOBS IN THE FUTURE

<b>Career Path Career Clusters</b>	<b>Job</b>	<b>Salary</b>	<b>Education</b>	<b>Outlook</b>	<b>Resource Used</b>
<b>Arts &amp; Communication</b> ----- Arts, A/V Technology and Communications					
<b>Natural Resources Agriculture</b> ----- Agriculture, Food and Natural Resources					
<b>Business, Management &amp; Technology</b> ----- Information Technology  Finance  Marketing  Business Management and Administration					
<b>Industrial &amp; Engineering Technology</b> ----- Science, Technology, Engineering and Mathematics  Architecture and Construction  Manufacturing  Transportation, Distribution and Logistics					
<b>Health Services</b> ----- Health Science					
<b>Human Services</b> ----- Human Services  Hospitality and Tourism  Government and Public Administration  Law, Public Safety, Corrections and Security  Education and Training					

Missouri Connections: [www.missouriconnections.org](http://www.missouriconnections.org)  
Occupational Outlook Handbook: [www.bls.gov/oco](http://www.bls.gov/oco)  
Dictionary of Occupational Titles: [www.occupationalinfo.org](http://www.occupationalinfo.org)  
ONET: [www.onetcenter.org](http://www.onetcenter.org)  
Other: [www.careerclusters.org](http://www.careerclusters.org)

**COURSE INTRODUCTION:****Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The Three major areas covered are:

**Applying career exploration and planning skills in the achievement of life career goals.**

**Major Points:** This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

**Knowing where and how to obtain information about the world of work and post-secondary training/education.**

**Major Points:** This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

**Applying skills for college and career readiness and success.**

**Major Points:** College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other’s differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

<p><b>UNIT DESCRIPTION:</b> Navigating Through the World of Work</p> <p>This unit helps students gain a working knowledge and understanding of their interests, of relevant and credible career exploration and planning resources, and ways to experience work roles. Students will use career inventories, career resources and job shadowing to explore their career interests. Students will interview and write an essay of his/her career interest.</p>		<p><b>SUGGESTED UNIT TIMELINE:</b> One lesson per grade level</p> <p><b>CLASS PERIOD (min.):</b> 55-70 minutes each lesson</p>				
<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. How do interests and goals fit together?</li> <li>2. How are careers different?</li> <li>3. How does a job shadowing experience affect a person’s job choice?</li> <li>4. How does one obtain the job he/she wants?</li> </ol>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will complete a career inventory to identify at least one career of interest.		<p>CD.7.B.09: Recognize the sixteen (16) career clusters within the six (6) career paths for exploring and preparing for careers now and in the future.</p> <p>CD.8.A.09: Integrate career and educational information with knowledge of self and career clusters to</p>		<p>RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1</p>	<p>CD A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p> <p>CD B. Students will employ strategies to achieve future</p>	<p>DOK Level – 2</p> <p>DOK Level – 4</p>

		<p>identify occupations of interest.</p> <p>CD.7.B.10: Evaluate a variety of resources to aid in career exploration and planning now and in the future.</p> <p>CD.8.A.10: Analyze career and educational information to identify the most relevant resources for specific career options.</p> <p>CD.7.B.11: Utilize a variety of resources to aid in career exploration and planning.</p> <p>CD.8.A.11: Synthesize career and educational information gathered from a variety of sources.</p> <p>CD.7.B.12: Utilize knowledge of career exploration and planning to adapt</p>		<p>L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8 RST.9-10.3 RST.9-10.4 RST.9-10.7 RST.11-12.3 RST.11-12.4 RST.11-12.7</p>	<p>career goals with success and satisfaction.</p> <p>CD C. Students will understand the relationship between training and the world of work.</p>	<p>DOK Level – 4</p> <p>DOK Level 4</p> <p>DOK Level 3</p> <p>DOK Level 4</p> <p>DOK Level 4</p>
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		<p>to new career and educational opportunities as the world of work and technology changes.</p> <p>CD.8.A.12: Utilize career and educational information in career decision-making.</p>				<p>DOK Level 4</p>
<p>2. The student will utilize career information from a variety of resources to identify educational requirements, average salary, and outlook for a job from 3 of the 16 Career Clusters.</p>		<p>CD.7.B.09 CD.8.A.09 CD.7.B.10 CD.8.A.10 CD.7.B.11 CD.8.A.11 CD.7.B.12 CD.8.A.12</p>		<p>RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8</p>	<p>CD A CD B CD C</p>	<p>DOK Level – 2 DOK Level – 4 DOK Level – 4 DOK Level - 4 DOK Level - 3 DOK Level - 4 DOK Level – 4 DOK Level – 4</p>

				WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8 RST.9-10.3 RST.9-10.4 RST.9-10.7 RST.11-12.3 RST.11-12.4 RST.11-12.7		
3. The student will complete a job shadowing experience.		CD.7.B.09 CD.8.A.09 CD.7.B.10 CD.8.A.10 CD.7.B.11 CD.8.A.11 CD.7.B.12 CD.8.A.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8 RST.9-10.3 RST.9-10.4	CD A CD B CD C	DOK Level – 2 DOK Level – 4 DOK Level – 4 DOK Level - 4 DOK Level - 3 DOK Level - 4 DOK Level – 4 DOK Level – 4

				RST.9-10.7 RST.11-12.3 RST.11-12.4 RST.11-12.7		
4. The student will write one essay on his/her career interest.		CD.7.B.09 CD.8.A.09 CD.7.B.10 CD.8.A.10 CD.7.B.11 CD.8.A.11 CD.7.B.12 CD.8.A.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8 RST.9-10.3 RST.9-10.4 RST.9-10.7 RST.11-12.3 RST.11-12.4 RST.11-12.7	CD A	DOK Level – 2 DOK Level – 4 DOK Level – 4 DOK Level – 4 DOK Level – 3 DOK Level – 4 DOK Level – 4 DOK Level – 4
<b>ASSESSMENT DESCRIPTIONS*:</b>						

<p>The summative assessment for all units in the High School Career Development Strand is the “The Ultimate Career Development Experience for Seniors” (Unit 6). Students will create a media presentation chronicling their present career journey and showcasing this presentation to ninth grade students. Counselor and teacher will evaluate the presentation.</p>					
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>				
	<input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input type="checkbox"/> Interactive Instruction				
1 2 3 4	<b>See:</b> Lesson 1 Grade 9 Career Interest Inventory Lesson 2 Grade 10 Investigating Career Resources Lesson 3 Job Shadowing Lesson 4 What Do They Do?				
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>				
1 2 3 4	<b>See:</b> Lesson 1 Grade 9 Career Interest Inventory Lesson 2 Grade 10 Investigating Career Resources Lesson 3 Job Shadowing Lesson 4 What Do They Do?				
	<u><b>Direct:</b></u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<u><b>Indirect:</b></u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input checked="" type="checkbox"/> Inquiry (Ls. 3) <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u><b>Experiential:</b></u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input checked="" type="checkbox"/> Field Observations (Ls. 3) <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input checked="" type="checkbox"/> Surveys (Ls. 1)	<u><b>Independent Study</b></u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input checked="" type="checkbox"/> Reports (Ls. 4) <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input checked="" type="checkbox"/> Research Projects (Ls. 3) <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u><b>Interactive Instruction</b></u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 1) <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input checked="" type="checkbox"/> Interviewing (Ls. 4)

					_____ Conferencing
<b>UNIT RESOURCES:</b> Common Core State Standards (CCSS), accessed May 17, 2013, from <a href="http://www.corestandards.org/">http://www.corestandards.org/</a>  ASCA National Standards for Students (ASCA), accessed June 11, 2013, from <a href="http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf">http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</a>					

**Unit 3 Title:** Respecting All Work

**Grade Level:** 9-12

**Number of Lessons in Unit:** 4

**Time required for each lesson:** 55-70 min.

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

**Lesson Titles:**

**Grade 9**

Lesson #1: How I Relate to Others

Materials/Special Preparations Required:

Activity Sheet: "How I Relate to Others", A self-assessment inventory that explores the relationship between self and others and your skills in group activities.

Source: "The How I Relate to Others" is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (Missouri Department of Elementary and Secondary Education [MO DESE], 1980).

**Grade 10**

Lesson #2: Past, Present, Future (biography of your future)

Materials/Special Preparations Required:

Computers

*Guidelines for completing the Biography activity*

Materials to make timelines.

Source: The Biography activity is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (MO DESE, 1980).

**Grade 11**

Lesson #3: Peer Review of My School and Community Activities

Materials/Special Preparations Required:

Individual list of school and community activities.

Video on volunteerism (Community service agencies such as United Way, the Red Cross, Salvation Army, American Cancer Society are sources of information regarding volunteerism.)

**Grade 12**

Lesson #4: Who Does What?

Materials/Special Preparations Required

Myers/Briggs Type Indicator sheets -I/E; S/N; T/F; J/P

Do What You Are, by Paul D. Tieger & Barbara Barron (This lesson can be adapted using any Myers/Briggs Type Indicator materials)

*10 Steps to Creating a Personal Career Plan - Worksheet*

**Missouri Comprehensive Guidance and Counseling Big Idea:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

**Grade Level Expectations (GLEs):**

- CD.7.C.09: Analyze and evaluate school and community contributions as they relate to one’s career and educational plan. (DOK Level – 4)
- CD.7.C.10: Analyze and evaluate school and community contributions as they relate to life career goals. (DOK Level – 4)
- CD.7.C.11: Identify the value of personal contributions to the world of work as a result of one’s career choices. (DOK Level – 3)
- CD.7.C.12: Respect all work as important, valuable, and necessary in maintaining a global society.

**American School Counselor Association (ASCA) National Standard:**

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.
- 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.

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> <li>1. Develop questions and ideas to initiate and refine research</li> <li>2. Conduct research to answer questions and evaluate information and ideas</li> <li>4. Use technological tools and other resources to locate, select and organize information</li> <li>5. Comprehend and evaluate written, visual and oral presentations and works</li> <li>6. Discover and evaluate patterns and relationships in information, ideas and structures</li> <li>7. Evaluate the accuracy of information and the reliability of its source</li> <li>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</li> <li>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</li> </ol>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> <li>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</li> <li>2. Review and revise communications to improve accuracy and clarity</li> <li>3. Exchange information, questions and ideas while recognizing the perspectives of others</li> <li>7. Use technological tools to exchange information and ideas</li> </ol>
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> <li>4. Develop and apply strategies based on one’s own experience in preventing or solving problems</li> <li>5. Evaluate the processes used in recognizing and solving problems</li> <li>8. Assess costs, benefits and other consequences of proposed solutions</li> </ol>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> <li>1. Explain reasoning and identify information used to support decisions</li> </ol>

	<p>3. Analyze the duties and responsibilities of individuals in societies</p> <p>6. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</p> <p>8. Explore, prepare for and seek educational and job opportunities</p>
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**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	<p>1. Speaking and writing standard English including grammar, usage, punctuation, spelling, capitalization)</p> <p>4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)</p> <p>6. Participating in formal and informal presentations and discussions of issues of ideas</p>
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	<p>1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts</p>

**Unit Essential Questions:**

<p>What skills are necessary for the most effective interaction within group situations?</p> <p>How do people decide what to do with their lives?</p> <p>How can an individual make a difference?</p> <p>How can a person contribute to the well-being and betterment of the local and global society?</p> <p>What careers are important in maintaining a global society?</p>
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**Unit Measurable Learning Objectives:**

<p>The student will identify five positive skills that enhance school and community contributions as they relate to a career and educational plan.</p> <p>The student will identify five positive skills that enhance school and community contributions as they relate to life-long goals.</p> <p>The student will list three activities he/she is involved in that make positive contributions to a global society.</p> <p>Students will show they understand their own personality type and how it relates to career choice and personal/social relationships by group discussion and completing worksheet.</p>
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**Unit Instructional Strategies/Instructional Activities:**

<p><input checked="" type="checkbox"/> Direct (Structured Overview, Guided &amp; Shared – reading, listening, viewing, thinking)</p> <p><input checked="" type="checkbox"/> Indirect</p> <p><input checked="" type="checkbox"/> Experiential</p> <p><input type="checkbox"/> Independent study (Learning Logs)</p> <p><input checked="" type="checkbox"/> Interactive Instruction (Brainstorming, Interviewing)</p>
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**Unit Summative Assessment (acceptable evidence):**

**Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.**

Students will identify their personality types and discuss the value of each type in the world of work.

**Brief Summary of Unit:**

Through this Unit, students will have opportunities to better understand how they relate to others. They will compare their school and community activities with their career goals and project what their life may be like in the future. Students will convey their understanding of exploration and planning in the achievement of their life career goals.

**Unit Goals and Objectives:**

The student will respect all work as important, valuable and necessary in maintaining a viable global society.

The student will understand social responsibility as it relates to the personal contributions one can make to society through one's work and non-work activities.

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

Concept of the manner in which they relate to others

Understanding "respect" as it relates to people we don't know (e.g., workers in another part of our world).

An understanding of the term "global society"

Computer skills for research and composition of presentation.

<b>Unit 3 Title:</b> Respect for All Work	
<b>Lesson Title:</b> Past, Present, and Future	<b>Lesson:</b> 2 of 4
<b>Grade Level:</b> 10	
<b>Length of Lesson:</b> 55 to 70 minutes	
<b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.	
<b>Grade Level Expectation (GLE):</b> CD.7.C.10: Analyze and evaluate school and community contributions as they relate to life career goals.	
<b>American School Counselor Association (ASCA) National Standard:</b> 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 Materials to make timelines. Source: The Biography activity is adapted from the Missouri Career Education: Senior High-Exemplary Activities Handbook, (1980).
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**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 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 3. Analyze the duties and responsibilities of individuals in societies

**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 (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 Measurable Learning Objectives:**

The student will identify five positive skills that enhance school and community contributions as they relate to life-long goals.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.**  
 The students will recognize the inter-connectedness of other people, work, workers, the well-being of our planet, and themselves, evidenced by the autobiography individuals write.  
 The student will be able to project a realistic portrayal of their life-long goals.

**Lesson Preparation**

**Essential Questions:**  
 How do people decide what to do with their lives?  
**Engagement (Hook):**  
 Counselor presents an example of her or his “backward” timeline: Thirty years ago I was \_\_\_\_\_ years old. I lived in \_\_\_\_\_. Complete “backward timeline” with examples for each of the areas (see Timeline Activity Sheet).

**Procedures**

<p><b>Instructor Procedures/Instructional Strategy:</b></p> <ol style="list-style-type: none"> <li>Counselor will project the timeline using an overhead projector (or more advanced technology, if available). Explain the examples on the Timeline Activity Sheet.</li> <li>Counselor will distribute a copy of the Timeline Activity Sheet to each student, and ask students to develop their own timelines.</li> <li>Counselor will model using the Timeline Activity Sheet to develop an autobiography for their future.</li> </ol>	<p><b>Student Involvement/Instructional Activity:</b></p> <ol style="list-style-type: none"> <li>Students will observe the counselor’s examples.</li> <li>Students will work in pairs to discuss and complete their timelines.</li> <li>Students observe counselor modeling the biography.</li> </ol>
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<p>4. The counselor asks students to complete a biography for their future.</p> <p>5. Counselor will have students consider and include in autobiography, how his/her life-long goals are inter-connected to other people, work, workers, and the well-being of our planet.</p> <p>6. When “My Projected Autobiography” is completed, students will write a single paragraph summary: “Aha! If I want to _____, I will have to _____! Students will save timelines, autobiographies and “Aha Statements” for use during the senior culminating project.</p>	<p>4. Students complete biographies using the prompts included on the “My Projected Autobiography” Activity Sheet.</p> <p>5. Students complete autobiography describing life-long goals making connections to other people, work, workers, and the well-being of our planet.</p> <p>6. Students will “file” completed Activity Sheets and “Aha Statements” to use during their senior culminating project.</p>
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**Teacher Follow-Up Activities**

Teacher will allow students to peer review biographies.

**Counselor reflection notes (completed after the lesson)**

## Timeline Activity Sheet

Imagine that you are a biographer writing your own autobiography. Project your life 30 years from now. How will the world and, thus, your life be different in the following areas?

<b>PROJECTED CHANGES</b>				
Name: _____ Date: _____				
Thirty years from now, I will be _____ years old.				
I will be living in _____.				
Technology	Environment	Economy	World Politics	Health Care

## ***My Projected Auto-Biography***

Imagine that you are a biographer-turned-autobiographer. You are writing about your life 30 years from now. Use the projections you wrote on your timeline to help you anticipate your life in 30 years. What contributions will you make in your own community, and to the global society? By being your own auto-biographer, you will create a clearer vision about where you want your life to go, and identify possible pitfalls and stumbling blocks that might prevent you from getting there – and what you will do to “work around/over/under” the pitfalls/stumbling blocks.

**COURSE INTRODUCTION:****Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The Three major areas covered are:

**Applying career exploration and planning skills in the achievement of life career goals.**

**Major Points:** This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

**Knowing where and how to obtain information about the world of work and post-secondary training/education.**

**Major Points:** This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

**Applying skills for college and career readiness and success.**

**Major Points:** College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other’s differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

<p><b>UNIT DESCRIPTION:</b> Respecting All Work</p> <p>Through this Unit, students will have opportunities to better understand how they relate to others. They will compare their school and community activities with their career goals and project what their life may be like in the future. Students will convey their understanding of exploration and planning in the achievement of their life career goals.</p>		<p><b>SUGGESTED UNIT TIMELINE:</b>4 Lessons</p> <p><b>CLASS PERIOD (min.):</b> 55-70 each lesson</p>				
<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>How do people get along?</li> <li>How do people decide what to do with their lives?</li> <li>How can a person make a contribution to the well-being and betterment of the local and global society?</li> </ol>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
<p>1. The student will identify five positive skills that enhance school and community contributions as they relate to a career and educational plan.</p>		<p>CD.7.C.09: Analyze and evaluate school and community contributions as they relate to one’s career and educational plan.</p> <p>CD.7.C.10: Analyze and evaluate school and community contributions as they relate to life career goals.</p> <p>CD.7.C.11:</p>		<p>RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6</p>	<p>CD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p> <p>CD B: Students will employ strategies to achieve future career goals with success and satisfaction.</p>	<p>DOK Level – 4</p> <p>DOK Level – 4</p>

		<p>Identify the value of personal contributions to the world of work as a result of one's career choices.</p> <p>CD.7.C.12: Respect all work as important, valuable, and necessary in maintaining a global society.</p>		<p>L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8</p>	<p>CD C: Students will understand the relationship between training and the world of work.</p>	<p>DOK Level – 3</p>
<p>2. The student will identify five positive skills that enhance school and community contributions as they relate to life-long goals.</p>		<p>CD.7.C.09 CD.7.C.10 CD.7.C.11 CD.7.C.12</p>		<p>RI9-10.4 RI9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5</p>	<p>CD A CD B CD C</p>	<p>DOK Level – 4 DOK Level – 4 DOK Level – 3 DOK Level - 4</p>

				L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8		
3. The student will list three activities he/she is involved in that make positive contributions to a global society.		CD.7.C.09 CD.7.C.10 CD.7.C.11 CD.7.C.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8	CD A CD B CD C	DOK Level – 4 DOK Level – 4 DOK Level – 3 DOK Level - 4
4. Students will show they understand their own personality type and how it relates to career choice and personal/social relationships by group		CD.7.C.09 CD.7.C.10 CD.7.C.11 CD.7.C.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7	CD A CD B CD C	DOK Level – 4 DOK Level – 4 DOK Level – 3 DOK Level - 4

discussion and completing worksheet.			W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8		
<b>ASSESSMENT DESCRIPTIONS*:</b> Formative Assessment for this Unit includes: Completion of “How I Relate to Others” Activity sheet, development of a timeline of change, an autobiography, and a community and school activity list. “The Ultimate Career Development Experience for Seniors” (Unit 6) will provide students with the opportunity to convey their understanding of career exploration and planning in the achievement of life career goals.					
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>				
	<input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential				

	<input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2 3 4	See: Lesson 1: How I Relate to Others Lesson 2: Past, Present, Future (biography of your future) Lesson 3: Peer Review of My School and Community Activities Lesson 4: Who Does What?				
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>				
1 2 3 4	See: Lesson 1: How I Relate to Others Lesson 2: Past, Present, Future (biography of your future) Lesson 3: Peer Review of My School and Community Activities Lesson 4: Who Does What?				
	<b>Direct:</b> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2,3)	<b>Indirect:</b> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input checked="" type="checkbox"/> Concept Formation (Ls.1,2,3) <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<b>Experiential:</b> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input checked="" type="checkbox"/> Surveys (Ls. 1)	<b>Independent Study</b> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<b>Interactive Instruction</b> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing Ls. 1 <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input checked="" type="checkbox"/> Peer Partner Learning (Ls. 3) <input checked="" type="checkbox"/> Discussion (Ls. 1,2,3) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 3) <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 2,3) <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
<b>UNIT RESOURCES:</b>					
Common Core State Standards (CCSS), accessed May 17, 2013, from <a href="http://www.corestandards.org/">http://www.corestandards.org/</a>					

Grade Level/Course Title: 9-12 / CD7-Gr9-12-Unit3

Course Code: Career Development

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from  
[http://static.pdesas.org/content/documents/ASCA\\_National\\_Standards\\_for\\_Students.pdf](http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf)

**Unit 1 Title:** Getting a Job

**Grade Level:** 9-12

**Number of Lessons in Unit:** 5

**Time Required for Each Lesson:** 55-70 min

**Lesson Titles:**

**Grade 9**

Lesson #1: Career Portfolio

Material/Special Preparations Required:

Career portfolio format for each student. This may be done within a computer program or created by the counselor.

**Grade 10**

Lesson #2: Personal Code of Ethics

Material/Special Preparations Required:

*Code of Ethics* worksheets

*Personal Code of Ethics* Activity Sheet

School Discipline Policy (or other school policy documents that provide guidelines for student behavior.

Copies of Ethical Standards for a variety of professions (e.g. American Counseling Association, American School Counselor Association, American Medical Association, Hippocratic Oath) [The ethical standards may be available from the websites of professional organizations.]

Lesson #3: Completing Applications

Material/Special Preparations Required:

An example of a poorly completed application

Applications for post-secondary education/training institutions and programs and various employment opportunities for students to complete

**Grade 11**

Lesson #4: The Resume

Material/Special Preparations Required:

Samples of resumes (strive to obtain actual resumes that are acceptable and non-acceptable to use as examples. Names omitted.

*Resume* worksheet

**Grade 12**

Lesson #5: The Ultimate Senior Career Project

Material/Special Preparations Required:

Students' career portfolio information that has been accumulated over the last 4 years

Classroom equipped with technology\*

\*The use of appropriate computer training and access to compatible computer and media equipment is essential for the success of this activity

*Sample Creative Media Presentation Expectations*

**Missouri Comprehensive Guidance and Counseling Big Idea:**

CD.9: Applying Skills for College and Career Readiness and Success

**Grade Level Expectations (GLEs):**

- CD.9.A.09: Identify situations which would compromise ethical habits in school or work situations. (DOK Level – 3)
- CD.9.B.09: Identify and refine the job-seeking skills needed to apply for volunteer or part-time jobs in the community. (DOK Level – 3)
- CD.9.A.10: Identify the steps which can be used to resolve ethical issues related to school or work situations. (DOK Level – 3)
- CD.9.B.10: Compare and contrast the post-secondary application process to the job application process. (DOK Level – 3)
- CD.9.A.11: Demonstrate the steps which can be used to resolve ethical issues related to school or work situations. (DOK Level – 3)
- CD.9.B.11: Refine and utilize a portfolio, which may be used for a variety of post-secondary opportunities. (DOK Level – 3)
- CD.9.A.12: Apply personal, ethical, and work habit skills that contribute to job success. (DOK Level - 4)
- CD.9.B.12: Utilize appropriate job-seeking skills to obtain employment. (DOK Level - 4)

**American School Counselor Association (ASCA) National Standard:**

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.

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

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 source 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
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 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Develop and apply strategies based on one’s own experience in preventing or

	<p>solving problems</p> <p>2. Evaluate the processes used in recognizing and solving problems</p> <p>8. Assess costs, benefits and other consequences of proposed solutions</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions</p> <p>3. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</p> <p>8. Explore, prepare for and seek educational and job opportunities</p>

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

**Academic Content Area(s)**

**Specific Skill(s)**

X	Communication Arts	<p>1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization,)</p> <p>4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)</p> <p>6. Participating in formal and informal presentations and discussions of issues of ideas</p>
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	<p>1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts</p>

**Unit Essential Questions:**

<p>What is a portfolio? What are the benefits of having a portfolio?</p> <p>How do people share their strengths and skills with others?</p> <p>What are ethics?</p> <p>What guides us when we don't know what to do in a difficult situation?</p> <p>Why is it important to have ethical values on the job?</p> <p>How do people share their strengths and skills with others?</p> <p>Why is it important for people to know how to advocate their personal strengths for career success?</p>
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**Unit Measurable Learning Objectives:**

<p>The students will gather five items for a portfolio to be used in job seeking.</p> <p>The student will complete a personal code of ethics form.</p> <p>The student will complete an advocacy plan to develop a school policy for an ethical school culture.</p> <p>The student will apply knowledge of self to development information to be used for post-secondary applications.</p> <p>The student will integrate career knowledge and self-knowledge into a resume.</p> <p>The student will design a presentation utilizing the knowledge gained about his/her educational plans and career choice highlighting his/her strengths to promote himself/herself for the world of work.</p>
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**Unit Instructional Strategies/Instructional Activities:**

<input type="checkbox"/>	Direct (Structured Overview, Guided & Shared – reading, listening, viewing, thinking)
<input type="checkbox"/>	Indirect
<input type="checkbox"/>	Experiential
<input type="checkbox"/>	Independent study (Learning Logs)
<input checked="" type="checkbox"/>	Interactive Instruction (Brainstorming, Interviewing)

**Unit Summative Assessment (acceptable evidence):**

<p><b>Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.</b></p> <p>The summative assessment for all units in the high school career development strand is <b>The Ultimate Experience for Seniors</b>. Students will create a media presentation chronicling their present career journey and showcasing their presentation to ninth grade students.</p>
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<p><b>Brief Summary of Unit:</b></p> <p>This unit addresses the concept of being a valued employee or employer – acting ethically and responsibly in any work environment. This unit will provide students with information and skills to resolve ethical issues in school and work situations as well as the skills actively seek and obtain employment.</p> <p><b>Unit Goals and Objectives:</b></p> <p>Students will apply personal, ethical and work habit skills, which contribute to job success and utilize appropriate job-seeking skills to obtain employment.</p> <p><b>Student Prior Knowledge: What prior knowledge do students need) e.g. the steps to solving a problem) to be successful in this unit?</b></p> <p>Ability to use computers for research, to develop portfolios and resumes and to compose presentations.</p>
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<b>Unit 1 Title:</b> Getting a Job	
<b>Lesson Title:</b> Personal Code of Ethics	<b>Lesson:</b> 2 of 5
<b>Grade Level:</b> 10	
<b>Length of Lesson:</b> 55-70 minutes	
<b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> CD.9: Applying Skills for College and Career Readiness and Success	
<b>Grade Level Expectations (GLEs):</b> CD.9.A.10: Identify the steps which can be used to resolve ethical issues related to school or work situations. CD.9.B.10: Compare and contrast the post-secondary application process to the job application process.	
<b>American School Counselor Association (ASCA) National Standard:</b> Career Development B. Students will employ strategies to achieve future career goals with success and satisfaction.	

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

School Discipline Policy (or other school policy documents that provide guidelines for student behavior)
Copies of Ethical Standards for a variety of professions (e.g. American Counseling Association, American School Counselor Association, American Medical Association, Hippocratic Oath) [The ethical standards may be available from the websites of professional organizations.]
<i>Personal Code of Ethics</i> Activity Sheet
<i>Code of Ethics</i> worksheet

**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 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
	Goal 4: Make decisions and act as responsible members of society

**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)
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		Goal Setting		

**Lesson Measurable Learning Objectives:**

The student will complete a personal code of ethics form.  
 The student will complete an advocacy plan to develop a school policy for an ethical school culture

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.**  
 Students will develop a personal code of ethics and relate their personal code of ethics to school situations. Students will discuss steps they will take to resolve ethical issue at school and develop a personal plan to advocate for an ethical school culture.

**Lesson Preparation**

**Essential Questions:**  
 What are ethics?  
 What guides us when we don't know what to do in a difficult situation?  
 Why is it important to have ethical values on the job?

**Engagement (Hook):**  
 News clippings or video clip about a business issue that led (or could lead to) unethical decision-making (e.g., Martha Stewart, Enron, super-sized campaign contributions, inflation of stock value)

**Procedures**

<p><b>Instructor Procedures/Instructional Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Discuss a current event in the news about ethical practices in business. Provide students with copies of the standards/codes of ethical practice for a variety of professions – include occupations you or the students may not ordinarily think of as having a code of ethics, e.g., exterminators.</li> </ol>	<p><b>Student Involvement/Instructional Activities:</b></p> <ol style="list-style-type: none"> <li>1. Students will actively participate in the discussion.</li> </ol>
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<ol style="list-style-type: none"> <li>2. Discuss ethical issues as compared to legal issues.</li> <li>3. Have students complete the <i>Personal Code of Ethics</i> Activity Sheet.</li> <li>4. Instruct students to break into small groups and list behaviors that are common on most students' lists. Compare lists with school policy documents to determine similarities and differences between students' lists and the policy document(s).</li> <li>5. Counselor writes a list on the board synthesizing the group lists into one class-agreed-upon list. Again, compare with school policy documents. Discuss commonalities listed on the board.</li> <li>6. Distribute <i>Code of Ethics</i> worksheet. Instruct students to use the <i>Personal Code of Ethics</i> Activity Sheet to complete the <i>Code of Ethics</i> worksheet independently.</li> <li>7. In the same small groups, have students develop an advocacy plan for creating school policy that will promote an ethical school culture. Encourage the implementation of their advocacy plans.</li> <li>8. Facilitate a large group discussion about using the ethical codes in a step-by-step decision-making process to resolve ethical conflicts. In small groups, provide the same school-related ethical dilemma to each group for discussion. Each group will explain the considerations and steps leading to actions that would resolve the dilemma.</li> <li>9. Collect <i>Personal Code of Ethics</i> Activity Sheets to put in each portfolio or have students place in portfolio.</li> </ol>	<ol style="list-style-type: none"> <li>2. Students will actively participate in the discussion. Give examples at school.</li> <li>3. Complete the <i>Personal Code of Ethics</i> Activity Sheet.</li> <li>4. A volunteer from each group will write the behaviors on the board.</li> <li>5. Students will develop a list of behaviors group members agree all students at their school should follow. They will then compare their group's list with policy documents and make a list of the standards of behavior that aren't included in the discipline policy.</li> <li>6. Students independently complete <i>Code of Ethics</i> worksheet.</li> <li>7. Students will develop an advocacy plan and describe it to the whole class.</li> <li>8. Students will list the steps their group would take to resolve the ethical problem.</li> <li>9. Students will place their <i>Personal Code of Ethics</i> Activity Sheet in a prominent place in their portfolios.</li> </ol>
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**Teacher Follow-Up Activities**

Encourage teachers to have students write a paper discussing the steps they took to resolve an ethical issue in the past.  
Role-play an ethical conflict between 2 students, and then 2 employees.

**Counselor reflection notes (completed after the lesson)**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Personal Code of Ethics Activity Sheet

A Code of Ethics is an agreement among participants of a group on the norms that shall guide their behavior during the involvement in the group.

What character words are most important to you and what behaviors show that quality?

<u>Character Quality</u>	<u>Behavior(s)</u>
Creativity	
Empathy	
Citizenship	
Truthfulness	
Accountability	
Fairness	
Integrity	
Compassion	
Humor	
Loyalty	
Sincerity	
Tolerance	
Equality	
Forgiveness	
Purpose	
Friendship	
Imagination	
Honesty	
Self-discipline	
Justice	
Sharing	
Wisdom	
Assertiveness	
Responsibility	
Kindness	
Cooperation	
Restraint	
Perseverance	
Confidence	
Consideration	

**Code of Ethics of:** \_\_\_\_\_

You may use words that are listed on the previous page to complete the following items:

A. My philosophy of being a student is:

B. I believe the following are character qualities I must possess.

\_\_\_\_\_,  
\_\_\_\_\_,  
\_\_\_\_\_.

C. An individual's right to \_\_\_\_\_, \_\_\_\_\_,  
and \_\_\_\_\_ are important.

D. I get support from \_\_\_\_\_

E. I believe: The following are character qualities all students must possess:

\_\_\_\_\_,  
\_\_\_\_\_,  
\_\_\_\_\_.

F. These are behaviors that will show that the above character qualities are valued:

\_\_\_\_\_,  
\_\_\_\_\_,  
\_\_\_\_\_.

G. The steps I should take when there is a problem with an ethical issue are

- 1.
- 2.
- 3.
- 4.
- 5.

<p><b>Unit 1 Title:</b> Getting a Job</p> <p><b>Lesson Title:</b> Completing Applications <span style="float: right;"><b>Lesson:</b> 3 of 5</span></p> <p><b>Grade Level:</b> 10</p> <p><b>Length of Lesson:</b> 55 to 70 minutes</p> <p><b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> CD.9: Applying Skills for College and Career Readiness and Success</p> <p><b>Grade Level Expectation (GLE):</b> CD.8.B.10: Apply knowledge of self to make informed decisions about post-secondary options.</p> <p><b>American School Counselor Association (ASCA) National Standard:</b> Career Development B. Students will employ strategies to achieve future career goals with success and satisfaction.</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>Materials/Special Preparations Required: An example of a poorly completed application Applications for post-secondary education/training institutions and programs and various employment opportunities for students to complete.</p>
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**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
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 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	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
Mathematics	
Social Studies	
Science	

	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will apply knowledge of self to development information to be used for post-secondary applications.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE.**

**Assessment can be question answer, performance activity, etc.**

Students will successfully complete application forms and checklists. Each student will develop a master document which will include the kinds of personal information most applications require.

**Lesson Preparation**

**Essential Questions:**

How does a person share his/her strengths and skills?

**Engagement (Hook):**

Activity: Show an application that has been poorly completed and ask, “What would you do with this application if you were a decision-maker in the admissions office (educational and training programs) or the human resources office (employers)?”

**Procedures**

<p><b>Instructor Procedures/Instructional Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Lead a discussion about correct and incorrect elements of an application.</li> <li>2. Provide students a blank application form (for instructional purposes, use a form that is easy to complete) and project blank application on board. Section by section, instruct students on all aspects of completing the sample application correctly.</li> <li>3. Counselor will provide copies of three post-secondary institution applications and three</li> </ol>	<p><b>Student Involvement/Instructional Activities:</b></p> <ol style="list-style-type: none"> <li>1. Students will learn correct and incorrect elements of an application.</li> <li>2. Students complete each section of the application and ask clarifying questions.</li> <li>3. Students will review the information requested and independently complete</li> </ol>
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<p>employment applications for students to complete (strive for applications which are formatted in several ways.) Monitor students' completion of the applications and check for their understanding of the process</p> <p>4. Instruct students to study the application forms and list the personal information required on all forms. From this list students will compile a master document of the common information requested.</p> <p>5. The counselor does a final review of the activity.</p>	<p>the applications.</p> <p>4. Students will develop a master document and keep it in their portfolio.</p> <p>5. Students review the activity with the counselor.</p>
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**Teacher Follow-Up Activities**

Teacher could arrange to have employees of colleges and/or businesses to class to discuss the application process and perform mock interviews with students.

**Counselor reflection notes (completed after the lesson)**

**COURSE INTRODUCTION:****Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

**Applying career exploration and planning skills in the achievement of life career goals.**

**Major Points:** This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

**Knowing where and how to obtain information about the world of work and post-secondary training/education.**

**Major Points:** This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

**Applying skills for college and career readiness and success.**

**Major Points:** College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other’s differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

<b>UNIT DESCRIPTION: Getting a Job</b>  This unit addresses the concept of being a valued employee or employer – acting ethically and responsibly in any work environment. It will provide students with information and skills to resolve ethical issues in school and work situations as well as the skills actively seek and obtain employment.		<b>SUGGESTED UNIT TIMELINE:</b> 5 Lessons  <b>CLASS PERIOD (min.):</b> 55-70 minutes each				
<b>ESSENTIAL QUESTIONS:</b>  1. What is a portfolio? What are the benefits of having a portfolio? 2. How do people share their strengths and skills with others? 3. What are ethics? 4. What guides us when we don't know what to do in a difficult situation? 5. Why is it important to have ethical values on the job? 6. How do people share their strengths and skills with others? 7. Why is it important for people to know how to advocate their personal strengths for career success?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The students will gather five items for a portfolio to be used in job seeking.		CD.9.A.09: Identify situations which would compromise ethical habits in school or work situations.  CD.9.B.09: Identify and refine the job-seeking skills needed to apply for volunteer or part-time jobs in the community.  CD.9.A.10: Identify the steps which can be used to resolve ethical issues related to school or work situations.		SI.9-10.1 SI.9-10.4 SI.9-10.6 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	C D B. Students will employ strategies to achieve future career goals with success and satisfaction.  CD C. Students will understand the relationship between training and the world of work.	DOK Level – 3   DOK Level – 3   DOK Level – 3

		<p>CD.9.B.10: Compare and contrast the post-secondary application process to the job application process.</p> <p>CD.9.A.11.: Demonstrate the steps which can be used to resolve ethical issues related to school or work situations.</p> <p>CD.9.B.11: Refine and utilize a portfolio, which may be used for a variety of post-secondary opportunities.</p> <p>CD.9.A.12.: Apply personal, ethical, and work habit skills that contribute to job success.</p> <p>CD.9.B.12: Utilize appropriate job-seeking skills to obtain employment.</p>				<p>DOK Level – 3</p> <p>DOK Level – 3</p> <p>DOK Level – 3</p> <p>DOK Level – 4</p> <p>DOK Level - 4</p>
2. The student will complete a personal code of ethics form.		<p>CD.9.A.09 CD.9.B.09 CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12.</p>		<p>SI.9-10.1 SI.9-10.4 SI.9-10.6 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6</p>	<p>CD B CD C</p>	<p>DOK Level – 3 DOK Level – 4 DOK Level – 4</p>
3. The student will complete an advocacy plan		<p>CD.9.A.09 CD.9.B.09</p>		<p>SI.9-10.1 SI.9-10.4</p>	<p>C D B CD C</p>	<p>DOK Level – 3 DOK Level – 3</p>

to develop a school policy for an ethical school culture.		CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12		SL.9-10.6 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6		DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 4 DOK Level – 4
4. The student will apply knowledge of self to development information to be used for post-secondary applications.		CD.9.A.09 CD.9.B.09 CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12		SL.9-10.1 SL.9-10.4 SL.9-10.6 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	C D B CD C	DOK Level – 3 DOK Level – 4 DOK Level – 4
5. The student will integrate career knowledge and self-knowledge into a resume.		CD.9.A.09 CD.9.B.09 CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12		W.11-12.4 W.11-12.5 W.11-12.6 SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	C D B CD C	DOK Level – 3 DOK Level – 4 DOK Level – 4
6. The student will design a presentation utilizing the knowledge gained about his/her educational plans and career choice highlighting his/her strengths to promote himself/herself for the world of work.		CD.9.A.09 CD.9.B.09 CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12		SL.9-10.1 SL.9-10.4 SL.9-10.6 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	C D B CD C	DOK Level – 3 DOK Level – 4 DOK Level – 4
<b>ASSESSMENT DESCRIPTIONS*:</b>						

The summative assessment for all units in the high school career development strand is **The Ultimate Experience for Seniors**. Students will create a media presentation chronicling their present career journey and showcasing their presentation to ninth grade students.

<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>				
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input type="checkbox"/> Interactive Instruction				
1 2 3 4 5 6	See Lessons: Lesson #1: Career Portfolio (Grade 9) Lesson #2: Personal Code of Ethics (Grade 10) Lesson #3: Completing Applications (Grade 10) Lesson #4: The Resume (Grade 11) Lesson #5: The Ultimate Senior Career Project (Grade 12)X				
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>				
1 2 3 4 5 6	See Lessons: Lesson #1: Career Portfolio (Grade 9) Lesson #2: Personal Code of Ethics (Grade 10) Lesson #3: Completing Applications (Grade 10) Lesson #4: The Resume (Grade 11) Lesson #5: The Ultimate Senior Career Project (Grade 12)X				
	<b>Direct:</b> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching (Ls. 3) <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<b>Indirect:</b> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion (Ls. 3, 4) <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<b>Experiential:</b> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling (Ls. 5) <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<b>Independent Study</b> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages (Ls. 3) <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework	<b>Interactive Instruction</b> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 1) <input type="checkbox"/> Peer Partner Learning (Ls. 4) <input checked="" type="checkbox"/> Discussion (Ls. 2) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 2) <input checked="" type="checkbox"/> Cooperative Learning

				<input type="checkbox"/> Research Projects (Ls. 5) <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	(Ls. 2) <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
<p><b>UNIT RESOURCES: (include internet addresses for linking)</b></p> <p>Common Core State Standards (CCSS), accessed May 17, 2013, from <a href="http://www.corestandards.org/">http://www.corestandards.org/</a></p> <p>ASCA National Standards for Students (ASCA), accessed June 11, 2013, from <a href="http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf">http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</a></p>					