<table>
<thead>
<tr>
<th><strong>Unit #1 Title:</strong> Who Am I And How Do I Fit Into The World?</th>
<th><strong>Grade Level:</strong> 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Lessons in Unit:</strong> 4</td>
<td></td>
</tr>
<tr>
<td><strong>Time Required for each lesson:</strong> 50 minutes</td>
<td></td>
</tr>
<tr>
<td><strong>Best time of year to implement this Unit:</strong> Beginning of the academic year.</td>
<td></td>
</tr>
</tbody>
</table>

**Lesson Titles:**

9th 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

10th Grade Lesson # 2: Positive Self Talk  
Materials/Special Preparations Required:  
- Mirror  
- Looking at Me in my Family, School and Community worksheet

11th Grade: Lesson # 3: Assessing Self-Concept  
Materials/Special Preparations Required:  
- Scale  
- Weights  
- My Self Concept Report Card

12th 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)

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.

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.

<table>
<thead>
<tr>
<th>Academic Content Area(s)</th>
<th>Specific Skill(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Communication Arts</td>
<td>1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)</td>
</tr>
<tr>
<td></td>
<td>6. Participating in formal and informal presentations and discussions of issues and ideas</td>
</tr>
</tbody>
</table>

Communication Arts

Missouri Comprehensive Guidance & Counseling Programs: Linking School Success to Life Success
To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
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:
- _X_ Direct (Compare and Contrast)
- _X_ Indirect (Problem Solving; Case Study; Reflective Discussion, Writing to Inform)
- _X_ Experiential (Simulation; Surveys)
- _X_ Independent Study (Learning Contracts)
- _X_ 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 (GLESs):
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)

<table>
<thead>
<tr>
<th></th>
<th>Goal 1: Gather, analyze and apply information and ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Goal 2: Communicate effectively within and beyond the classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>3. Exchange information, questions, and ideas while recognizing the perspectives of others.</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Goal 3: Recognize and solve problems</th>
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<tbody>
<tr>
<td>X</td>
<td>3. Develop and apply strategies based on one’s own experience in preventing or solving problems.</td>
</tr>
<tr>
<td></td>
<td>8. Assess costs, benefits and other consequences of proposed solutions.</td>
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<table>
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<tr>
<th></th>
<th>Goal 4: Make decisions and act as responsible members of society</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>3. Analyze the duties and responsibilities of individuals in societies.</td>
</tr>
<tr>
<td></td>
<td>6. Identify tasks that require a coordinated effort and work with others to complete those tasks.</td>
</tr>
</tbody>
</table>
This lesson supports the development of skills in the following academic content areas.

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<th>Specific Skill(s)</th>
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<tr>
<td>X Communication Arts</td>
<td>6. Participating in formal and informal presentations and discussions of issues and ideas</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>X Social Studies</td>
<td>6. Relationships of the individual and groups to institutions and cultural traditions</td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>X Health/Physical Education</td>
<td>2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)</td>
</tr>
<tr>
<td>Fine Arts</td>
<td></td>
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</tbody>
</table>

Enduring Life Skill(s)

<table>
<thead>
<tr>
<th>Perseverance</th>
<th>Integrity</th>
<th>X</th>
<th>Problem Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Courage</td>
<td>X Compassion</td>
<td>Tolerance</td>
<td></td>
</tr>
<tr>
<td>X Respect</td>
<td>Goal Setting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Instructor Procedures/Instructional Strategies:</th>
<th>Student Involvement/Instructional Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lead a discussion on self-talk. Ask for examples.</td>
<td>1. Students give examples of things they say to themselves.</td>
</tr>
<tr>
<td>2. Talk about the messages that families communicate to each other.</td>
<td>2. Have students give examples.</td>
</tr>
<tr>
<td>3. Distribute “Looking At Me In My Family, School, and Community” worksheet.</td>
<td>3. Students write about their roles in their family, school and community.</td>
</tr>
<tr>
<td>4. Ask for volunteers to talk about their roles in their family, school, and community.</td>
<td>4. Students volunteer answers.</td>
</tr>
<tr>
<td>5. Lead discussion on characteristics that best fit into students’ roles in the family, school, and community.</td>
<td>5. Students will give their opinions about characteristics that will help them fit into their different roles.</td>
</tr>
</tbody>
</table>

### 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)


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.
**UNIT DESCRIPTION:** 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.

**SUGGESTED UNIT TIMELINE:**

4 Lessons  
**CLASS PERIOD (min.):** 50 minutes each

**ESSENTIAL QUESTIONS:**
Who are you? And what makes a person fit into his or her world?

<table>
<thead>
<tr>
<th><strong>ESSENTIAL MEASURABLE LEARNING OBJECTIVES</strong></th>
<th><strong>CCSS LEARNING GOALS</strong> (Anchor Standards/Clusters)</th>
<th><strong>CROSSWALK TO STANDARDS</strong></th>
</tr>
</thead>
</table>
| 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.  
PS.1.B.09: Recognize increased roles and responsibilities of the individual within the family, school, and local community.  
PS. 1.C.09 Identify activities the individual might participate in to become a contributing member of the | 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  
L.9-10.4  
L.9-10.5  
L.9-10.6 | P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.  
P/SD B. Students will make decisions, set goals and take necessary action to achieve goals. | Level 2  
Level 2  
Level 3 |
school community.

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 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 the global community.

PS.1.A.11: Practice and modify the
| PS.1.A.12: Utilize the skills necessary to exhibit and maintain a life-long positive self-concept. | Level 4 |
| PS.1.B.11: Identify and utilize resources to help balance family, school, work, and local community roles. | Level 3 |
| PS.1.C.11: Build upon activities and experiences that help the individual student become a contributing member of a global community. | Level 3 |

Skills necessary to exhibit and maintain a positive self-concept.
<table>
<thead>
<tr>
<th></th>
<th><strong>PS.1.B.12:</strong> Exhibit the ability to balance personal, family, school, community, and work roles.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>PS.1.C.12:</strong> Exhibit the personal characteristics of a contributing member of a diverse community.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

|   | **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.9-10.2** | **W.9-10.3** | **W.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.9-10.5** | **L.9-10.6** | **P/SD A** | **P/SD B** | **Level 4** |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

3. The student will identify at least two ways to improve or maintain 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** | **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 4** |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

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

<table>
<thead>
<tr>
<th>Obj. #</th>
<th>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X__ Direct</td>
</tr>
<tr>
<td></td>
<td>X__ Indirect</td>
</tr>
<tr>
<td></td>
<td>X__ Experiential</td>
</tr>
<tr>
<td></td>
<td>X__ Independent study</td>
</tr>
<tr>
<td></td>
<td>X__ Interactive Instruction</td>
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</tbody>
</table>

See Lessons:
1 9th Grade Lesson 1 Juggling New Opportunities
2 10th Grade Lesson 2 Positive Self Talk
3 11th Grade Lesson 3 Assessing Self-Concept
4 12th Grade Lesson 4 My Action Plan

<table>
<thead>
<tr>
<th>Obj. #</th>
<th>INSTRUCTIONAL ACTIVITIES: (What Students Do)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>See Lessons:</td>
</tr>
<tr>
<td></td>
<td>9th Grade Lesson 1 Juggling New Opportunities</td>
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<td></td>
<td>10th Grade Lesson 2 Positive Self Talk</td>
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<td></td>
<td>11th Grade Lesson 3 Assessing Self-Concept</td>
</tr>
<tr>
<td></td>
<td>12th Grade Lesson 4 My Action Plan</td>
</tr>
</tbody>
</table>

ASSESSMENT DESCRIPTIONS*:
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.
### Direct:
- Structured Overview
- Lecture
- Explicit Teaching
- Drill & Practice
- Compare & Contrast

### Indirect:
- Problem Solving Ls 4
- Case Studies Ls 4
- Reading for Meaning Inquiry
- Reflective Discussion Ls 1,2,3
- Writing to Inform Ls 1,2,3,4
- Concept Formation
- Concept Mapping
- Concept Attainment
- Cloze Procedure

### Experiential:
- Field Trips
- Narratives
- Conducting Experiments
- Simulations Ls 3
- Games
- Storytelling
- Focused Imaging
- Field Observations
- Role-playing
- Model Building
- Surveys Ls 4

### Independent Study:
- Essays
- Computer Assisted Instruction
- Journals
- Learning Logs
- Reports
- Learning Activity
- Packages
- Correspondence Lessons
- Learning Contracts Ls 4
- Homework
- Research Projects
- Assigned Questions
- Learning Centers

### Interactive Instruction:
- Debates
- Role Playing
- Panels
- Brainstorming Ls 1,2,3
- Peer Partner Learning
- Discussion Ls 1,2
- Laboratory Groups
- Think, Pair, Share
- Cooperative Learning
- Jigsaw
- Problem Solving
- Structured Controversy
- Tutorial Groups
- Interviewing
- Conferencing

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


<table>
<thead>
<tr>
<th>Lesson Titles:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9th Grade: Lesson # 1 - The Clique</strong></td>
</tr>
<tr>
<td>Materials/Special Preparations Required</td>
</tr>
<tr>
<td>Pens</td>
</tr>
<tr>
<td>Pencils</td>
</tr>
<tr>
<td><em>The Clique</em> student handout</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>9th Grade: Lesson # 2 - Bursting Stereotypes</strong></td>
</tr>
<tr>
<td>Materials/Special Preparations Required</td>
</tr>
<tr>
<td>2-dozen multi-colored balloons inflated</td>
</tr>
<tr>
<td>2-dozen paper or tag board sentence strips, 2-inches wide by 12-inches long</td>
</tr>
<tr>
<td>Thumbtacks (optional)</td>
</tr>
<tr>
<td>Colored pencils or markers</td>
</tr>
<tr>
<td>Common pin (safety)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>10th Grade: Lesson # 3 - Listening Exercise</strong></td>
</tr>
<tr>
<td>Materials/Special Preparations Required</td>
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<tr>
<td>Pens</td>
</tr>
<tr>
<td>Pencils</td>
</tr>
<tr>
<td><em>Listening Stems</em> activity sheet for each pair of students</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>10th Grade: Lesson # 4 - Origins: A simple word game (for use in human relations trainings)</strong>*</td>
</tr>
<tr>
<td>This lesson is an adaptation of a lesson from <a href="http://www.tolerance.org">www.tolerance.org</a> (see lesson plan).</td>
</tr>
<tr>
<td>Materials/Special Preparations Required</td>
</tr>
<tr>
<td>Timer</td>
</tr>
<tr>
<td>Handouts printed on two different types of colored paper</td>
</tr>
<tr>
<td>Three judges</td>
</tr>
<tr>
<td><em>Origins: A Simple Word Game for Use In Human Relations Training</em> handout</td>
</tr>
<tr>
<td><em>What Do These Words or Phrases Mean</em> handout</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>11th Grade: Lesson # 5 - Using Negotiation to Settle Difficulties</strong></td>
</tr>
<tr>
<td>Materials/Special Preparations Required</td>
</tr>
<tr>
<td>Black/White Board or an overhead projector</td>
</tr>
<tr>
<td>Index cards</td>
</tr>
<tr>
<td>Pens</td>
</tr>
<tr>
<td>Pencils</td>
</tr>
<tr>
<td><em>Negotiating Skill Components</em> handout</td>
</tr>
</tbody>
</table>

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11th 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

12th 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.

<table>
<thead>
<tr>
<th>Academic Content Area(s)</th>
<th>Specific Skill(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Communication Arts</td>
<td>1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)</td>
</tr>
<tr>
<td></td>
<td>4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)</td>
</tr>
<tr>
<td></td>
<td>5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)</td>
</tr>
<tr>
<td></td>
<td>6. Participating in formal and informal presentations and discussions of issues and ideas</td>
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<tr>
<td></td>
<td>7. Identifying and evaluating relationships between language and culture</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2. Continuity and change in the history of Missouri, the United States and the world</td>
</tr>
<tr>
<td></td>
<td>5. The major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment</td>
</tr>
<tr>
<td></td>
<td>6. Relationships of the individual and groups to institutions and cultural traditions</td>
</tr>
<tr>
<td></td>
<td>7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2. Continuity and change in the history of Missouri, the United States and the world</td>
</tr>
<tr>
<td></td>
<td>5. The major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment</td>
</tr>
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<td></td>
<td>6. Relationships of the individual and groups to institutions and cultural traditions</td>
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<td>7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)</td>
</tr>
<tr>
<td>Science</td>
<td>2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)</td>
</tr>
<tr>
<td></td>
<td>4. Principles of movement and physical fitness</td>
</tr>
<tr>
<td></td>
<td>5. Methods used to assess health, reduce risk factors, and</td>
</tr>
</tbody>
</table>
avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)

<table>
<thead>
<tr>
<th>X</th>
<th>Fine Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts</td>
</tr>
<tr>
<td></td>
<td>2. The principles and elements of different art forms</td>
</tr>
<tr>
<td></td>
<td>3. The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts</td>
</tr>
<tr>
<td></td>
<td>4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines</td>
</tr>
<tr>
<td></td>
<td>5. Visual and performing arts in historical and cultural contexts</td>
</tr>
</tbody>
</table>

**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):**

Missouri Comprehensive Guidance & Counseling Programs: Linking School Success to Life Success

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
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.

<table>
<thead>
<tr>
<th>Brief Summary of Unit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge of interpersonal skills that will help maintain quality relationships</td>
</tr>
<tr>
<td>2. Knowledge of strategies that promote acceptance and respect of others within the global community</td>
</tr>
<tr>
<td>3. An awareness of personal responsibility in conflict situations</td>
</tr>
</tbody>
</table>
Unit Title: Interacting With Others In Ways That Respect Individual and Group Differences

Lesson Title: Listening Exercise  
Lesson 3 of 7 (Total High School Lessons)

Grade Level: 10

Length of Lesson: 30 minutes

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.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.

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)
Pens
Pencils
Listening Stems activity sheet for each student

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  
6. Discover and evaluate patterns and relationships in information, ideas and structures  
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 |

| X | Goal 3: Recognize and solve problems |

| X | Goal 4: Make decisions and act as responsible members of society  
1. Explain reasoning and identify information used to support decisions |

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

<table>
<thead>
<tr>
<th>Academic Content Area(s)</th>
<th>Specific Skill(s)</th>
</tr>
</thead>
</table>
| X | Communication Arts  
6. Participating in formal and informal presentations and discussions of issues and ideas |
| Mathematics |
| Social Studies |
### Science

<table>
<thead>
<tr>
<th>X</th>
<th>Health/Physical Education</th>
<th>2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Fine Arts</td>
<td></td>
</tr>
</tbody>
</table>

### Enduring Life Skill(s)

<table>
<thead>
<tr>
<th>X</th>
<th>Perseverance</th>
<th>X</th>
<th>Integrity</th>
<th>X</th>
<th>Problem Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Courage</td>
<td>X</td>
<td>Compassion</td>
<td>X</td>
<td>Tolerance</td>
</tr>
<tr>
<td>X</td>
<td>Respect</td>
<td>X</td>
<td>Goal Setting</td>
<td></td>
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</tbody>
</table>

### 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

#### Instructor Procedures/Instructional Strategies:

1. Instructor divides the group of students into pairs with each pair facing each other.

2. Instructor will distribute the *Listening Stems* 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

#### Student Involvement/Instructional Activities:

1. Students get into pairs, face each other, and determine who will be the first speaker and listener.

2. Students will complete instructions given by instructor.
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’s perception.

3. Instructor asks partners to reverse roles and gives the same instructions for the exercise.

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.

5. Lesson will culminate in a personal journal entry. Students will identify what they will do differently to improve communication in a specific relationship.

The following questions may be used as journal prompts:
- As a listener, did you have trouble repeating what your partner said?
- Did you, as a listener, want to interrupt the speaker?
- How would you evaluate your listening skills?
- What did you learn about yourself?

3. Students reverse rolls and repeat listening activity.

4. Students will actively engage in discussion – asking and responding to questions.

5. Students will create an entry in their journals. See Formative Assessment for prompt.

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 # 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:
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 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.

Academic Content Area(s) Specific Skill(s)
| 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**

**Instructor Procedures/Instructional Strategies:**

**Note:** The specific instructions for this lesson may be found on the Origins: A Simple Word Game for Use in Human Relations Training handout.

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).
Choose three students to be judges and give each judge a set of instructions; put remaining students in groups of 5 - 6 people.

1. 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.

2. 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.

Each judge records the score on his or her score sheet.

Continue activity with each word or phrase.

3. 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.

1. 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.

2. 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.

3. Students will complete a thoughtful 2 minute-writing in their journal. Students may volunteer to tell the class one of his/her thoughts.

**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

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. Gypped

   Common usage: ______________________________________________________________

   Origin: ______________________________________________________________________

2. Jew you down

   Common usage: ______________________________________________________________

   Origin: ______________________________________________________________________

3. Mulatto

   Common usage: ______________________________________________________________

   Origin: ______________________________________________________________________

4. Lame

   Common usage: ______________________________________________________________

   Origin: ______________________________________________________________________

5. Hick

   Common usage: ______________________________________________________________
6. Evil eye
Common usage: ________________________________

7. Iron Maiden
Common usage: ________________________________

8. Indian giver
Common usage: ________________________________

9. Paddy Wagon
Common usage: ________________________________

10. Russian roulette
Common usage: ________________________________

11. Hag
Common usage: ________________________________

12. Chinese fire drill
Common usage: ________________________________

13. Chinese home run/Harlem home run
Common usage: ________________________________
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?
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: 16th 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 and 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 Padaig. 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 home run 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 home runs as home 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 14th century British song titled “Hong up then hatchet ant 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: Reneg 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 16th 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:
www.members.aol.com-morelandc/haveorigins.htm
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.
**UNIT DESCRIPTION:** Interacting With Others in Ways That Respect Individual and Group Differences
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.

**SUGGESTED UNIT TIMELINE:** 7 Lessons (grades 9-12)
**CLASS PERIOD (min.):** 30 – 45 minutes each

**ESSENTIAL QUESTIONS:**
1. Why is it important to embrace diversity?

<table>
<thead>
<tr>
<th>ESSENTIAL MEASURABLE LEARNING OBJECTIVES</th>
<th>CCSS LEARNING GOALS (Anchor Standards/Clusters)</th>
<th>CROSSWALK TO STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will write a reflection on his/her experience with cliques including at least two advantages and disadvantages of cliques.</td>
<td>PS.2.A.09: Demonstrate the ability to use interpersonal skills needed to maintain quality relationships. PS.2.B.09: Explore cultural identity and world views within the community. PS.2.C.09: Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills.</td>
<td>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</td>
</tr>
<tr>
<td>PS.2.A.10: Practice interpersonal skills in order to help maintain quality relationships.</td>
<td>Students will understand safety and survival skills.</td>
<td>Level 3</td>
</tr>
<tr>
<td>PS.2.B.10: Promote acceptance and respect for cultural differences within the global community.</td>
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<td>Level 3</td>
</tr>
<tr>
<td>PS.2.C.10: Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others.</td>
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<td>Level 3</td>
</tr>
<tr>
<td>PS.2.A.11: Apply interpersonal skills needed to maintain quality relationships.</td>
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<td>Level 3</td>
</tr>
<tr>
<td>PS.2.B.11: Exhibit respect for different cultures and points of view.</td>
<td></td>
<td>Level 4</td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
<td>Level</td>
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<tr>
<td>PS.2.C.11</td>
<td>Accept personal responsibility in conflict situations.</td>
<td>Level 4</td>
</tr>
<tr>
<td>PS.2.A.12</td>
<td>Exhibit the interpersonal skills to maintain quality relationships.</td>
<td>Level 4</td>
</tr>
<tr>
<td>PS.2.B.12</td>
<td>Advocate respect for individuals and groups.</td>
<td>Level 4</td>
</tr>
<tr>
<td>PS.2.C.12</td>
<td>Utilize and accept personal responsibility in relationships with others.</td>
<td>Level 4</td>
</tr>
</tbody>
</table>

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.
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.

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<tbody>
<tr>
<td>W.9-10.2</td>
<td>SL.9-10.1</td>
<td>L.9-10.1</td>
<td>L.9-10.2</td>
<td>L.9-10.3</td>
<td>L.9-10.4</td>
<td>L.9-10.5</td>
<td>L.9-10.6</td>
<td>P/SD A</td>
<td>P/SD B</td>
<td>P/SD C</td>
<td>Level 2</td>
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</table>

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

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<tbody>
<tr>
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<td>SL.9-10.1</td>
<td>L.9-10.1</td>
<td>L.9-10.2</td>
<td>L.9-10.3</td>
<td>L.9-10.4</td>
<td>L.9-10.5</td>
<td>L.9-10.6</td>
<td>P/SD A</td>
<td>P/SD B</td>
<td>P/SD C</td>
<td>Level 2</td>
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</table>

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.

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<tbody>
<tr>
<td>SL.11-12.1</td>
<td>L.11-12.1</td>
<td>L.11-12.2</td>
<td>L.11-12.3</td>
<td>L.11-12.5</td>
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<tr>
<td>P/SD A</td>
<td>P/SD B</td>
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</table>

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

<table>
<thead>
<tr>
<th>PS.2.A.09</th>
<th>PS.2.B.09</th>
<th>PS.2.C.09</th>
<th>PS.2.A.10</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.11-12.3</td>
<td>SL.11-12.1</td>
<td>L.11-12.1</td>
<td>L.11-12.2</td>
</tr>
</tbody>
</table>

2014 Missouri Department of Elementary and Secondary Education  Page 5 of 8
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 ……….

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?

ASSESSMENT DESCRIPTIONS*

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.
<table>
<thead>
<tr>
<th>Grade Level/Course Title: Gr 9-12 / PS2-Gr9-12-Unit 1</th>
<th>Course Code: Personal/Social Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interactive Instruction</strong></td>
<td>X</td>
</tr>
</tbody>
</table>

**See Lessons:**
- 9th Grade: Lesson 1 - The Clique
- 9th Grade: Lesson 2 - Bursting Stereotypes
- 10th Grade: Lesson 3 - Listening Exercise
- 10th Grade: Lesson 4 - Origins: A simple word game (for use in human relations trainings)
- 11th Grade: Lesson 5 - Using Negotiation to Settle Difficulties
- 11th Grade: Lesson 6 - Diversity Day
- 12th Grade: Lesson 7 - Managing Conflicts

**Obj. # INSTRUCTIONAL ACTIVITIES: (What Students Do)**

**Direct:**
- Structured Overview
- Lecture
- Explicit Teaching
- Drill & Practice
- Compare & Contrast
- Didactic Questions:
  - Demonstrations La 5, 6
  - Guided & Shared - reading, listening, viewing, thinking La 4

**Indirect:**
- Problem Solving
  - La 5, 6, 7
- Case Studies
- Reading for Meaning
- Inquiry
- Reflective Discussion
  - La 2, 4
- Writing to Inform La 8
- Concept Formation
- Concept Mapping
- Concept Attainment
- Cloze Procedure
- Field Trips
- Narratives
- Conducting Experiments
- Simulations La 1, 3
- Games La 4
- Storytelling
- Focused Imaging
- Field Observations
- Role-playing La 5
- Model Building
- Surveys

**Experiential:**
- Field Trips
- Journals La 1, 2, 3, 4
- Learning Logs
- Reports
- Learning Activity Packages
- Correspondence Lessons
- Learning Contracts
- Homework
- Research Projects La 8
- Assigned Questions
- Learning Centers

**Independent Study:**
- Essays
- Computer Assisted Instruction
- Journals La 1, 2, 3
- Learning Logs
- Reports
- Learning Activity Packages
- Correspondence Lessons
- Learning Contracts
- Homework
- Research Projects La 8
- Assigned Questions
- Learning Centers

**Interactive Instruction:**
- Debates
- Role Playing La 5
- Panels
- Brainstorming
- Peer Partner Learning
- La 3
- Discussion La 3, 4, 5, 6, 7
- Laboratory Groups
- Think, Pair, Share
- Cooperative Learning
- Jigsaw
- Problem Solving La 5, 6, 7
- Structured Controversy
- Tutorial Groups
- Interviewing
- Conferenceing
UNIT RESOURCES: (include internet addresses for linking)


<table>
<thead>
<tr>
<th>Unit #1 Title: Personal Safety Skills and Coping Strategies</th>
<th>Grade Level: 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Lessons in Unit:</strong> 5 (2-9&lt;sup&gt;th&lt;/sup&gt; grade lessons; 1 lesson each for 10&lt;sup&gt;th&lt;/sup&gt; - 12&lt;sup&gt;th&lt;/sup&gt; grades)</td>
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<tr>
<td><strong>Time Required for each lesson:</strong> 45-50 minutes</td>
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<tr>
<td><strong>Best time of year to implement this Unit:</strong> Fall and/or Spring Semester</td>
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</tr>
</tbody>
</table>

**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.

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

Missouri Comprehensive Guidance & Counseling Programs:
Linking School Success to Life Success
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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. |
<table>
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<tbody>
<tr>
<td>Fine Arts</td>
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</table>

**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:**
- X Direct (Lecture; Explicit Teaching; Demonstrations)  
- Indirect  
- X Experiential (Simulations)  
- X Independent Study (Learning Centers)  
- X 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.
Unit 1 Title: Personal Safety Skills and Coping Strategies

Lesson Title: Risk Taking Behaviors  Lesson 3 of 5

Grade Level: 10

Length of Lesson: 45-50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectations (GLEs):
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.

American School Counselor Association (ASCA) National Standards:
C. Students will understand safety and survival skills

Materials (include activity sheets and/ or supporting resources)
Video or Presenter about healthy choices
Presentation Review Assessment worksheet

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.
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

Missouri Comprehensive Guidance & Counseling Programs: Linking School Success to Life Success
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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:
1. How do safe and healthy life choices affect our lives?
2. How is the knowledge of available resources used to manage life-changing events?

Engagement (Hook):
Are you at risk?

Procedures

Instructor Procedures/Instructional Strategies:  
1. The counselor will introduce presenter or video.
2. Presenter will present or video will be shown.
3. Counselor will facilitate follow-up discussion.
4. Counselor will distribute Presentation Review Assessment worksheets.

Student Involvement/Instructional Activities: 
1. Students will listen to introduction of presenter or video and write questions they have or hope to answer through the presentation.
2. Students will listen to presentation or watch video and take notes.
3. Students will participate in discussion in small groups.
4. Students will complete Presentation Review Assessment worksheet.

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

Missouri Comprehensive Guidance & Counseling Programs: Linking School Success to Life Success
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Counselor reflection notes (completed after the lesson)
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 …

Missouri Comprehensive Guidance & Counseling Programs: Linking School Success to Life Success

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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.
UNIT DESCRIPTION: 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.

SUGGESTED UNIT TIMELINE: 5 Lessons
CLASS PERIOD (min.): 45 - 50 minutes each

ESSENTIAL QUESTIONS:
1. How do safe and healthy choices affect our lives?

<table>
<thead>
<tr>
<th>ESSENTIAL MEASURABLE LEARNING OBJECTIVES</th>
<th>CCSS LEARNING GOALS (Anchor Standards/Clusters)</th>
<th>CROSSWALK TO STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>PS.3.A.09: Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices. PS.3.A.10: Utilize decision-making skills to evaluate risk-taking behavior. PS.3.A.11: Analyze the impact of personal decisions on the safety and health of self and others PS.3.A.12: Utilize decision-making skills to make safe and healthy life choices. PS.3.B.09: Identify and utilize resources</td>
<td>PS.9 D.C: Students will understand safety and survival skills Level 2 Level 3 Level 4 Level 4 Level 2</td>
</tr>
<tr>
<td>Level 3</td>
<td>Level 4</td>
<td>Level 4</td>
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<tr>
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</tr>
<tr>
<td>available to address personal safety issues.</td>
<td>PS.3.B.10: Evaluate and review resources that address personal safety issues.</td>
<td>PS.3.B.11: Demonstrate skills that reinforce a safe environment for all students.</td>
</tr>
<tr>
<td>PS.3.C.09: Identify resources to help individuals cope with life changes or events.</td>
<td>PS.3.C.10: Analyze and refine individual coping skills to manage life-changing events.</td>
<td>PS.3.C.11: Apply individual coping skills to manage life-changing events.</td>
</tr>
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</tr>
<tr>
<td>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.</td>
<td>PS.3.A.09</td>
<td>PS.3.B.12</td>
</tr>
<tr>
<td></td>
<td>PS.3.A.10</td>
<td>PS.3.B.11</td>
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<td></td>
<td>PS.3.A.11</td>
<td>PS.3.B.12</td>
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<td>PS.3.A.12</td>
<td>PS.3.B.09</td>
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<td>PS.3.B.10</td>
<td>PS.3.B.11</td>
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<tr>
<td></td>
<td>PS.3.B.11</td>
<td>PS.3.C.09</td>
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<tr>
<td></td>
<td>PS.3.B.12</td>
<td>PS.3.C.10</td>
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<tr>
<td></td>
<td>PS.3.C.09</td>
<td>PS.3.C.11</td>
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<td></td>
<td>PS.3.C.10</td>
<td>PS.3.C.12</td>
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<tr>
<td></td>
<td>PS.3.C.11</td>
<td>PS.3.C.12</td>
</tr>
<tr>
<td>3. The student will view and evaluate a presentation on the dangers of risky behavior and write three related questions to explore.</td>
<td>PS.3.A.09</td>
<td>PS.3.B.09</td>
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<tr>
<td></td>
<td>PS.3.A.10</td>
<td>PS.3.B.10</td>
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<tr>
<td></td>
<td>PS.3.A.11</td>
<td>PS.3.B.11</td>
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<td>PS.3.A.12</td>
<td>Ps 3.B 12</td>
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<tr>
<td></td>
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<td>PS.3.C.09</td>
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</table>
4. The student will participate in and evaluate a presentation from an emergency response agency and write three related thoughts to explore.

PS.3.A.09
PS.3.A.10
PS.3.A.11
PS.3.A.12
PS.3.B.09
PS.3.B.10
PS.3.B.11
PS.3.B.12
PS.3.C.09
PS.3.C.10
PS.3.C.11
PS.3.C.12

5. The student will participate in the planning of – and/or involvement in – a wellness fair.

PS.3.A.09
PS.3.A.10
PS.3.A.11
PS.3.A.12
PS.3.B.09
PS.3.B.10
PS.3.B.11
PS.3.B.12
PS.3.C.09
PS.3.C.10
PS.3.C.11
PS.3.C.12

Assessment Descriptions:

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.

Obj. # | Instructional Strategies (Research-based): (Teacher Methods)
---|---
X | Direct

2014 Missouri Department of Elementary and Secondary Education
### Grade Level/Course Title: Gr 9-12 / PS3-Gr9-12-Unit1

#### Course Code: Personal/Social Development

**X** Experiential  
**X** Independent study  
**X** Interactive Instruction

**See Lessons:**
1. Lesson #1: Safe and Healthy Life Choices (Part 1)
2. Lesson #2: Safe and Healthy Life Choices (Part 2)
3. Lesson #3: Risk Taking Behaviors
4. Lesson #4: Fatal Accident
5. Lesson #5: Community Wellness Fair

**Obj. # INSTRUCTIONAL ACTIVITIES: (What Students Do)**

**See Lessons:**
1. Lesson #1: Safe and Healthy Life Choices (Part 1)
2. Lesson #2: Safe and Healthy Life Choices (Part 2)
3. Lesson #3: Risk Taking Behaviors
4. Lesson #4: Fatal Accident
5. Lesson #5: Community Wellness Fair

**Direct:**
- Structured Overview
- Lecture (Ls. 1, 2, 3)  
- Exact Teaching (Ls. 1, 2, 3)
- Drill & Practice
- Compare & Contrast
- Didactic Questions
- Demonstrations (Ls. 4)
- Guided & Shared - reading, listening, viewing, thinking

**Indirect:**
- Problem Solving
- Case Studies
- Reading for Meaning
- Inquiry
- Reflective Discussion
- Writing to Inform
- Concept Formation
- Concept Mapping
- Concept Attainment
- Close Procedure

**Experiential:**
- Field Trips
- Narratives
- Conducting Experiments
- Simulations (Ls. 4)
- Games
- Storytelling
- Focused Imaging
- Field Observations
- Role-playing
- Model Building
- Surveys

**Independent Study:**
- Essays
- Computer Assisted Instruction
- Journals
- Learning Logs
- Reports
- Learning Activity
- Packages
- Correspondence Lessons
- Learning Contracts
- Homework
- Research Projects
- Assigned Questions
- Learning Centers (Ls. 5)

**Interactive Instruction:**
- Debates
- Role Playing
- Panels
- Brainstorming
- Peer Partner Learning
- Discussion (Ls. 1)
- Laboratory Groups
- Think, Pair, Share
- Cooperative Learning
- Jigsaw
- Problem Solving
- Structured Controversy
- Tutorial Groups
- Interviewing (Ls. 5)

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


Unit 1 Title: Learning for Life

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:
9th 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 msca@mvp.net for copies

9th Grade Lesson 2: Making Your Own Master Calendar
   Materials/Special Preparations Required:
   School year calendar
   Optional - Blank Calendar

10th 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
   Information over the PSAT DVD presentation may found at
   www.collegeboard.com. Test Prep information may be downloaded from either website.)

10th Grade Lesson 4: Prioritizing Time
   Materials/Special Preparations Required:
   Student Planners/Calendars
   Index cards

11th Grade Lesson 5: Progressing Toward Graduation
   Materials/Special Preparations Required:
   Personal Plans of Study and credit checks

12th 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)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Performance Goals</th>
</tr>
</thead>
</table>
| Goal 1: Gather, analyze and apply information and ideas | 1. Develop questions and ideas to initiate and refine research  
2. Use technological tools and other resources to locate, select and organize information  
6. Discover and evaluate patterns and relationships in information, ideas and structures  
8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation  
10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| Goal 2: Communicate effectively within and beyond the classroom | 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences  
6. Apply communication techniques to the job search and to the workplace |
| Goal 3: Recognize and solve problems | 2. Develop and apply strategies based on ways others have prevented or solved problems  
3. Develop and apply strategies based on one’s own experience in preventing or solving problems |
4. Evaluate the processes used in recognizing and solving problems
6. Examine problems and proposed solutions from multiple perspectives
8. Assess costs, benefits and other consequences of proposed solutions

X

Goal 4: Make decisions and act as responsible members of society
1. Explain reasoning and identify information used to support decisions
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.

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

Unit Essential Questions:
How do people develop habits?

Unit Measurable Learning Objectives:
The student will evaluate personal study skills, using the Personal Study Skills and Habits Review Survey and Study Skills Tip Sheet.
The student will identify at least one study skill habit, which he/she views as a personal strength.
The student also will identify at least one study skill habit to improve upon in order to reach his/her goals.
The student will complete a personal master calendar for the current school year.
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.
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.
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 12th 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 12th 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.
**Unit Title:** Learning for Life

**Lesson Title:** Strategies for Taking Standardized Timed Tests

**Grade Level:** 10

**Length of Lesson:** 50 minutes

**Missouri Comprehensive Guidance and Counseling Big Idea:**
AD.4: Applying skills needed for educational achievement.

**Grade Level Expectation (GLE):**
AD.4.B.10: Assess and apply educational skills necessary to progress toward life-long learning goals.

**American School Counselor Association (ASCA) National Standard:**
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
- PLAN PowerPoint presentation (may be downloaded from www.act.org/plan.index.html)
- PSAT/NMSQT DVD presentation (may found at www.collegeboard.com)
- Test Prep information may downloaded from either website listed above

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

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<th>Goal 3: Recognize and solve problems</th>
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<td>3. Develop and apply strategies based on one’s own experience in preventing or solving problems</td>
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<th>Goal 4: Make decisions and act as responsible members of society</th>
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<tr>
<td>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</td>
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<td>8. Explore, prepare for and seek educational and job opportunities</td>
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**This lesson supports the development of skills in the following academic content areas:**

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**Enduring Life Skill(s)**

<table>
<thead>
<tr>
<th></th>
<th>Perseverance</th>
<th>Integrity</th>
<th>X</th>
<th>Problem Solving</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>X</td>
<td>Courage</td>
<td>Compassion</td>
<td></td>
<td>Tolerance</td>
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<tr>
<td>X</td>
<td>Respect</td>
<td>X</td>
<td>X</td>
<td>Goal Setting</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Instructor Procedures/Instructional Strategies:</th>
<th>Student Involvement/Instructional Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Counselor will present the minimum cut off scores for scholarship money as well as criteria for specific scholarships available.</td>
<td>1. Students will observe and look over the scholarship information.</td>
</tr>
<tr>
<td>2. Students’ individual score reports will be handed out.</td>
<td>2. Students will look over their score reports.</td>
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</table>
### Instructional Activity 4_AD4-Gr10-Unit1-Lesson3 Page 3 of 3

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<table>
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<tbody>
<tr>
<td>3.</td>
<td>Counselor will begin a discussion about individual score reports. The use of the <em>PLAN</em> PowerPoint or <em>PSAT</em> DVD presentation may be used to enhance information.</td>
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<td>4.</td>
<td>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.</td>
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<td>5.</td>
<td>Introduce websites (listed above in the Materials section) for students to visit.</td>
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<tr>
<td>6.</td>
<td>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.</td>
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<tbody>
<tr>
<td>3.</td>
<td>Students participate in the discussion.</td>
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<td>4.</td>
<td>Students will offer input as to ways to improve their own academic skills and standardized test scores.</td>
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<tr>
<td>5.</td>
<td>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.</td>
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<td>6.</td>
<td>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.</td>
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</table>

### 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)
Unit 1 Title: Learning for Life

Lesson Title: Prioritizing Time

Lesson: 4 of 6

Grade Level: 10

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying skills needed for educational achievement.

Grade Level Expectation (GLE):
AD.4.B.10: Assess and apply a self-management system to meet increased academic demands.

American School Counselor Association (ASCA) National Standard:
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)
Student planners
Index Cards

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

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<td>6. Participating in formal and informal presentations and discussions of issues and ideas</td>
</tr>
</tbody>
</table>

Missouri Comprehensive Guidance & Counseling Programs:
To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
Enduring Life Skill(s)

<table>
<thead>
<tr>
<th>X</th>
<th>Perseverance</th>
<th>X</th>
<th>Integrity</th>
<th>X</th>
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</tr>
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<tr>
<td></td>
<td>Courage</td>
<td></td>
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<td>Tolerance</td>
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<td>X</td>
<td>Respect</td>
<td>X</td>
<td>Goal Setting</td>
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</tbody>
</table>

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

**Instructor Procedures/Instructional Strategies:**
1. After the hook, ask students how the conflict could have been avoided.

**Student Involvement/Instructional Activities:**
1. Group discussion about ways the conflict could have been avoided.
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.

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.

4. Discussion Questions: How did it feel to have the time conflict? How did the person decide which time demand to honor?

5. Have students list their top 4 time priorities/commitments (e.g. family time, study time)

6. The priority/commitment lists may be collected and assessed. If collected, make copy and return copy to the students.

2. Students will write a description of their situations and the action taken to resolve time conflict.

3. Students participate in/observe/discuss skits.

4. Group discussion, regarding priorities, commitments and decision-making.

5. Make list of priorities/commitments and strategies for making sure priorities/commitments are met.

6. Students will turn in the list of their top 4 priorities.

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 8th 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.
**UNIT DESCRIPTION:** Learning for Life
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.

**SUGGESTED UNIT TIMELINE:** 6 (2 lessons each for grades 9, 10; 1 lesson each for grades 11, 12)

**CLASS PERIOD (min.):** 1 to 2 class periods

**ESSENTIAL QUESTIONS:**
1. How do people develop habits?

<table>
<thead>
<tr>
<th>ESSENTIAL MEASURABLE LEARNING OBJECTIVES</th>
<th>CCSS LEARNING GOALS (Anchor Standards/Clusters)</th>
<th>CROSSWALK TO STANDARDS</th>
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<tbody>
<tr>
<td>1. The student will evaluate personal study skills, using the Personal Study Skills and Habits Review Survey and Study Skills Tip Sheet.</td>
<td>AD.4.A.09: Review and build upon educational skills necessary to progress toward life-long learning goals. AD.4.B.09: Review and build upon a self-management system and adjust to increased academic demands. AD.4.A.10: Assess and apply educational skills necessary to progress toward individual life-long learning goals. AD.4.B.10: Assess and apply a self-management system to meet increased academic demands.</td>
<td>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.9-10.5 L.9-10.6</td>
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<tr>
<td>Goal</td>
<td>Description</td>
<td>DOK</td>
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<tr>
<td>AD.4.A.11</td>
<td>Consistently utilize educational skills necessary to progress toward individual life-long learning goals.</td>
<td>DOK - 4</td>
</tr>
<tr>
<td>AD.4.B.11</td>
<td>Consistently utilize a self-management system and adjust to increased academic demands.</td>
<td>DOK - 4</td>
</tr>
<tr>
<td>AD.4.A.12</td>
<td>Achieve educational levels necessary to teach, maintain, and continue with individual life-long learning goals.</td>
<td>DOK - 4</td>
</tr>
<tr>
<td>AD.4.B.12</td>
<td>Exhibit self-management skills necessary for educational achievement.</td>
<td>DOK - 2</td>
</tr>
</tbody>
</table>

2. The student will identify at least one study skill habit, which he/she views as a personal strength.

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<td></td>
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</tr>
<tr>
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<td></td>
<td>DOK - 4</td>
</tr>
<tr>
<td>AD.4.A.10</td>
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<tr>
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<td>DOK - 4</td>
</tr>
<tr>
<td>AD.4.A.11</td>
<td></td>
<td>DOK - 4</td>
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<tr>
<td>AD.4.B.11</td>
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<td>DOK - 4</td>
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</table>

3. The student also will identify at least one study skill habit to improve upon in order to reach his/her goals.

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<tr>
<td>Grade Level/Course Title: 9-12 / AD4-Gr9-12-Unit1</td>
<td>Course Code: Academic Development</td>
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<td><strong>8. The student will compose a paragraph in which he/she identifies the post-secondary option.</strong></td>
<td>AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10</td>
<td>SL. 11-12.1 SL. 11-12.4 L.11-12.1 L.11-12.2 L.11-12.3</td>
</tr>
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</table>
**ASSESSMENT DESCRIPTIONS**:  
The 3-part summative evaluation for the “Learning for Life” Unit is conducted in the 12th 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 12th grade lesson.

### Obj. # INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)

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<td>X</td>
<td>Direct</td>
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<td>X</td>
<td>Indirect</td>
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<td>X</td>
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<tr>
<td>X</td>
<td>Interactive Instruction</td>
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</table>

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

### Obj. # INSTRUCTIONAL ACTIVITIES: (What Students Do)

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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
**UNIT RESOURCES:**


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:
- 9th grade lesson will require 55 to 70 minutes
- 10th grade lesson will require 55 to 70 minutes
- 11th grade lesson will require 55 to 70 minutes
- 12th grade lesson will require 50 minutes per student

Best time of year to implement this Unit:
- 9th grade training will begin before the beginning of the freshmen year
- 10th grade during the first semester
- 11th grade any time during academic year
- 12th grade during the second semester

Lesson Titles:

9th Grade Lesson 1: Freshmen Mentor Program: Meeting My Mentor
(This program uses trained upper grade students to mentor freshmen throughout the 9th 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?

10th 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 www.collegeview.com www.petersons.com)

11th 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.

12th Grade Lesson 4: 12th 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 |

Missouri Comprehensive Guidance & Counseling Programs:
Linking School Success to Life Success
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2. Review and revise communications to improve accuracy and clarity
3. Exchange information, questions and ideas while recognizing the perspectives of others
6. Apply communication techniques to the job search and to the workplace

Goal 3: Recognize and solve problems
1. Identify problems and define their scope and elements
2. Develop and apply strategies based on ways others have prevented or solved problems
3. Develop and apply strategies based on one’s own experience in preventing or solving problems
4. Evaluate the processes used in recognizing and solving problems
5. Reason inductively from a set of specific facts and deductively from general premises
6. Examine problems and proposed solutions from multiple perspectives
7. Evaluate the extent to which a strategy addresses the problem
8. Assess costs, benefits and other consequences of proposed solutions

Goal 4: Make decisions and act as responsible members of society
1. Explain reasoning and identify information used to support decisions
3. Analyze the duties and responsibilities of individuals in societies
4. Recognize and practice honesty and integrity in academic work and in the workplace
5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals
6. Identify tasks that require a coordinated effort and work with others to complete those tasks
7. Identify and apply practices that preserve and enhance the safety and health of self and others
8. Explore, prepare for and seek educational and job opportunities

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

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

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

Lesson Title: Exploration of Post-Secondary Options  Lesson: 2 of 4

Grade Level: 10

Length of Lesson: 55-70 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):
AD.5.A.10: Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options.

American School Counselor Association National Standard (ASCA):
Academic Development
B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

Materials (include activity sheets and/or supporting resources)

- 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 websites where student may do a college search (www.act.org www.collegeview.com www.petersons.com).

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

| Goal 1: Gather, analyze and apply information and ideas |
| Conduct research to answer questions and evaluate information and ideas |
| Use technological tools and other resources to locate, select and organize information |
| Comprehend and evaluate written, visual and oral presentations and works |
| Discover and evaluate patterns and relationships in information, ideas and structures |
| Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

| Goal 2: Communicate effectively within and beyond the classroom |
| Goal 3: Recognize and solve problems |

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

- 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
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)**

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</table>

**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**

**Instructor Procedures/Instructional Strategies:**

1. With the class, develop a list of personal information about the applicant a college or employer may require. Some suggestions are:

- GPA
- Class rank
- ACT/SAT scores

**Student Involvement/Instructional Activities:**

1. Students will brainstorm information a college or employer may require.
<table>
<thead>
<tr>
<th>High school curriculum</th>
<th>2. Students will participate in discussion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extracurricular and community activities</td>
<td>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.</td>
</tr>
<tr>
<td>Honors and awards earned</td>
<td>4. Students will write an essay about their transitional needs.</td>
</tr>
<tr>
<td>Work experience</td>
<td>5. Students will turn in essays.</td>
</tr>
<tr>
<td>Community service/volunteerism</td>
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<td>Leadership positions</td>
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<td>Essay</td>
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<td>Resume</td>
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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.

3. Counselors will help students to conduct a computer search of college/job requirements.

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.)

5. Collect, review and return essays.

**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 8th 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.
**UNIT DESCRIPTION:** Applying the Skills of Transitioning Between Educational Levels

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

**SUGGESTED UNIT TIMELINE:** 4 (one lesson each for 9, 10, 11, and 12)

**CLASS PERIOD:**
- 9th grade lesson - 55 to 70 minutes
- 10th grade lesson - 55 to 70 minutes
- 11th grade lesson - 55 to 70 minutes
- 12th grade lesson - 50 minutes per student

**ESSENTIAL QUESTIONS:**
1. Why are healthy self care skills and behaviors necessary when adjusting to transitions?

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<th>CROSSWALK TO STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>AD.5.A.09: Apply information and skills necessary to transition into high school. 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</td>
<td>AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan. Level 3</td>
</tr>
</tbody>
</table>

2014 Missouri Department of Elementary and Secondary Education Page 2 of 6
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.

<table>
<thead>
<tr>
<th>AD.5.A.10:</th>
<th>RI.9-10.1</th>
<th>RI.9-10.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options.</td>
<td>RI.9-10.8</td>
<td>RI.9-10.7</td>
</tr>
<tr>
<td></td>
<td>W.9-10.1</td>
<td>W.9-10.2</td>
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<td>W.9-10.4</td>
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<td>W.9-10.7</td>
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<td>W.9-10.9</td>
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<td>SL.9-10.1</td>
<td>SL.9-10.2</td>
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<td>SL.9-10.4</td>
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<td>L.9-10.5</td>
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<td>L.9-10.6</td>
<td>RST.9-10.1</td>
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<td>RST.9-10.2</td>
<td>RST.9-10.4</td>
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<td>RST.9-10.5</td>
<td>RST.9-10.7</td>
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<td>WHST.9-10.1</td>
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<tr>
<td></td>
<td>WHST.9-10.9</td>
<td>WHST.9-10.10</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>AD.5.A.11:</th>
<th>RI.11-12.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase knowledge and refine skills in preparation for the senior year and</td>
<td>RI.11-12.3</td>
</tr>
<tr>
<td></td>
<td>RI.11-12.4</td>
</tr>
<tr>
<td></td>
<td>RI.11-12.7</td>
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<tr>
<td></td>
<td>W.11-12.2</td>
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<td>W.11-12.7</td>
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<td>W.11-12.9</td>
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<td></td>
<td>SL.11-12.1</td>
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<tr>
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<td>SL.11-12.2</td>
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<tr>
<td></td>
<td>L.11-12.1</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>AD B.</th>
<th>RI.11-12.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</td>
<td>RI.11-12.3</td>
</tr>
<tr>
<td></td>
<td>RI.11-12.4</td>
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<tr>
<td></td>
<td>RI.11-12.7</td>
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<td></td>
<td>W.11-12.2</td>
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<tr>
<td></td>
<td>L.11-12.1</td>
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</tbody>
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<table>
<thead>
<tr>
<th>AD C.</th>
<th>RI.11-12.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand the relationship of academics to the world of work and to</td>
<td>RI.11-12.3</td>
</tr>
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<td></td>
<td>RI.11-12.4</td>
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<tr>
<td></td>
<td>RI.11-12.7</td>
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<tr>
<td></td>
<td>SL.11-12.2</td>
</tr>
<tr>
<td></td>
<td>L.11-12.1</td>
</tr>
</tbody>
</table>
4. The student will complete “Am I Ready” checklist/activity sheet, using their Personal Plan of Study.

<table>
<thead>
<tr>
<th>Obj. #</th>
<th>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</th>
</tr>
</thead>
</table>

**AD.5.A.12:**
Utilize the achievement and performance skills necessary to transition to post-secondary options.

**AD C.** Level 2

<table>
<thead>
<tr>
<th>L.11-12.1</th>
<th>L.11-12.3</th>
<th>L.11-12.6</th>
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<td>WHST.11-12.8</td>
<td>WHST.11-12.9</td>
</tr>
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**ASSESSMENT DESCRIPTIONS***:
Counselor will meet individually with seniors during the second semester of their senior year.
Counselor and student will complete a post-secondary checklist.
<table>
<thead>
<tr>
<th>Direct</th>
<th>Indirect</th>
<th>Experiential</th>
<th>Independent Study</th>
<th>Interactive Instruction</th>
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</thead>
<tbody>
<tr>
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<tr>
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<tr>
<td>Lesson 2 Grade 10 Exploration of Post-Secondary Options</td>
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<tr>
<td>Lesson 3 Grade 11 Get Set For College</td>
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<tr>
<td>Lesson 4 Grade 12 Post-Secondary Checklist</td>
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</table>

Obj. # INSTRUCTIONAL ACTIVITIES: (What Students Do)

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<th>Interactive Instruction</th>
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<td>Lesson 4 Grade 12 Post-Secondary Checklist</td>
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</tbody>
</table>

1. Direct: Structured Overview
2. Indirect: Problem Solving (Ls. 1,3,4)
**UNIT RESOURCES:**


Unit #1 Title: My Personal Plan of Study

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

Missouri Comprehensive Guidance & Counseling Programs: Linking School Success to Life Success

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Information on Credit Recovery

**Grade 12**

Lesson #6: Assessing Personal Plan of Study for Life-Long Learning

**Materials/Special Preparations Required:**
- Worksheet titled Personal Plan of Study Review for Seniors
- Personal Educational Plan Portfolios/4 year plan

**Missouri Comprehensive Guidance and Counseling Big Idea:**
AD.6 Developing and Monitoring Personal Plan of Study.

**Grade Level Expectations (GLEs):**
- AD.6.A.09: Monitor and revise a Personal Plan of Study. (DOK Level - 3)
- AD.6.A.10: Explore options and resources available to further develop Personal Plan of Study for life-long learning. (DOK Level - 3)
- AD.6.A.11: Evaluate and revise a Personal Plan of Study for life-long learning. (DOK Level - 3)
- AD.6.A.12: Apply information to revise and implement a Personal Plan of Study necessary for life-long learning. (DOK Level - 4)

**American School Counselor Association National Standard (ASCA):**
Academic Development
   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 and identify relevant process standards)**

<table>
<thead>
<tr>
<th></th>
<th>Goal 1: Gather, analyze and apply information and ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>1. Develop questions and ideas to initiate and refine research</td>
</tr>
<tr>
<td></td>
<td>2. Conduct research to answer questions and evaluate information and ideas</td>
</tr>
<tr>
<td></td>
<td>4. Use technological tools and other resources to locate, select and organize information</td>
</tr>
<tr>
<td></td>
<td>5. Comprehend and evaluate written, visual and oral presentations and works</td>
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<td></td>
<td>6. Discover and evaluate patterns and relationships in information, ideas and structures</td>
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<tr>
<td></td>
<td>7. Evaluate the accuracy of information and the reliability of its sources</td>
</tr>
</tbody>
</table>

| X | Goal 2: Communicate effectively within and beyond the classroom |
|   | 3. Review and revise communications to improve accuracy and clarity. |

| X | Goal 3: Recognize and solve problems |
|   | 1. Identify problems and define their scope and elements |
|   | 2. Develop and apply strategies based on ways others have prevented or solved problems |
|   | 3. Develop and apply strategies based on one’s own experience in preventing or solving problems |
|   | 5. Reason inductively from a set of specific facts and deductively from general premises |
|   | 6. 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
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
8. Explore, prepare for and seek educational and job opportunities

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

<table>
<thead>
<tr>
<th>Academic Content Area(s)</th>
<th>Specific Skill(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Communication Arts</td>
<td>1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)</td>
</tr>
<tr>
<td></td>
<td>6. Participating in formal and informal presentations and discussions of issues and ideas</td>
</tr>
<tr>
<td>Mathematics</td>
<td>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</td>
</tr>
<tr>
<td>X Social Studies</td>
<td>6. Relationships of the individual and groups to institutions and cultural traditions</td>
</tr>
</tbody>
</table>

Unit Essential Questions:

What happens if I change my goals?

Unit Measurable Learning Objectives:

The student will complete Graduation Requirements Review activity sheet.
The student will compute his/her individual GPA.
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 path/cluster and related coursework.
The student will complete one or more sample application(s) for post-secondary programs.
The student will establish an individual calendar of important dates related to personal plans of study.
The student will complete Personal Plan of Study Review for Seniors.
The student will write a letter to his/her future self about goals and planning for the future.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Lecture; Explicit Teaching; Compare & Contrast; Demonstrations; Guided & Shared-Reading, Listening, Viewing, Thinking)

Missouri Comprehensive Guidance & Counseling Programs: Linking School Success to Life Success

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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 12th 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.
Unit #1 Title: My Personal Plan of Study

Lesson Title: Review and Revision of My Personal Plan of Study Lesson: 3 of 6

Grade Level: 10 Length of Lesson: 45-50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Plan of Study.

Grade Level Expectation (GLE):
AD.6.A.10: Explore options and resources available to further develop Personal Plan of Study for lifelong learning.

American School Counselor Association National Standard (ASCA):
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

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 |

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<tr>
<td>Science</td>
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<tr>
<td>Health/Physical Education</td>
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</table>
Enduring Life Skill(s)

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<tr>
<th></th>
<th>Integrity</th>
<th>X</th>
<th>Problem Solving</th>
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<tbody>
<tr>
<td>X</td>
<td>Perseverance</td>
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<tr>
<td></td>
<td>Courage</td>
<td>X</td>
<td>Tolerance</td>
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<td>Compassion</td>
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<tr>
<td>Respect</td>
<td></td>
<td>X</td>
<td>Goal Setting</td>
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</tbody>
</table>

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

Instructor Procedures/Instructional Strategies:
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.
2. Ask students to identify the career cluster that they are following and divide students into small groups by career clusters.
3. Counselor should monitor/review the students’ revisions with them.

Student Involvement/Instructional Activities:
1. Students will review and rethink plans and revise based on changing interests and 1st semester grades.
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.
3. Students will revise information on their Personal Plan of Study, sign and date changes.
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.

4. Students hand in Personal Plan of Study and description course books.

Teacher Follow-Up Activities

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

Counselor reflection notes (completed after the lesson)
Unit #1 Title: My Personal Plan of Study

Lesson Title: Career Resources

Lesson 4 of 6

Grade Level: 10

Length of Lesson: 50-60 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Plan of Study

Grade Level Expectation (GLE):
AD.6.A.10: Explore options and resources available to further develop Personal Plan of Study for life-long learning.

American School Counselor Association National Standard (ASCA):
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.

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

- 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
  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
  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

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Enduring Life Skill(s)

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</table>

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

<table>
<thead>
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<th>Instructor Procedures/Instructional Strategies</th>
<th>Student Involvement/Instructional Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Counselor will introduce speaker/representative from a Career Education Center.</td>
<td>1. Students will welcome the speaker.</td>
</tr>
<tr>
<td>2. Speaker or representative from a Career Education Center shares information about the center.</td>
<td>2. Students listen to the presentation about vocational/technical institutes and ask questions.</td>
</tr>
<tr>
<td>3. The counselor shares Career Center sample applications for training programs and other post-secondary options.</td>
<td>3. Students will review information to make decisions in regards to making post-secondary choices or researching their options.</td>
</tr>
<tr>
<td>4. The counselor instructs students to complete</td>
<td>4. Students complete one or more</td>
</tr>
</tbody>
</table>
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)
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 8th 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.
UNIT DESCRIPTION: My Personal Plan of Study

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 12th grade, plans will have been revised and fully implemented for lifelong learning.

SUGGESTED UNIT TIMELINE: 6 Lessons
CLASS PERIOD (min.): 30-50 minutes each

ESSENTIAL QUESTIONS:
1. What happens if I change my goals?

<table>
<thead>
<tr>
<th>ESSENTIAL MEASURABLE LEARNING OBJECTIVES</th>
<th>CCSS LEARNING GOALS (Anchor Standards/Clusters)</th>
<th>CROSSWALK TO STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The student will compute his/her individual GPA.</td>
<td></td>
<td>RI.9-10.4, L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.4, L.9-10.5</td>
</tr>
</tbody>
</table>
3. The student will determine through transcript review, what actions and/or revisions need to occur in order to reach post-secondary goal.


4. The student will review and revise personal plan of study to determine career path/cluster and related coursework.


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


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 | Level 3 |
## Grade Level/Course Title: Gr 9-12 / AD6-Gr9-12-Unit1

### Course Code: Academic Development

<table>
<thead>
<tr>
<th>Obj. #</th>
<th>ASSESSMENT DESCRIPTIONS*</th>
<th>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.11-12.1</td>
<td>Students will use graduation requirements, assessments, transcripts, educational, and career interests to review, revise, and implement Personal Plan of Study for lifelong learning.</td>
<td><em>X</em>_ Direct</td>
</tr>
<tr>
<td>L.11-12.2</td>
<td></td>
<td><em>X</em>_ Indirect</td>
</tr>
<tr>
<td>L.11-12.3</td>
<td></td>
<td><em>X</em>_ Experiential</td>
</tr>
</tbody>
</table>

### 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.

AD B Level 4

| SL.11-12.1 | L.11-12.1 |
| SL.11-12.2 | L.11-12.2 |
| SL.11-12.3 | L.11-12.3 |
| SL.11-12.4 | L.11-12.4 |
| L.11-12.5 | L.11-12.5 |
| L.11-12.6 | L.11-12.6 |

### 8. The student will write a letter to his/her future self about goals and planning for the future.

AD.6.A.12

| W.11-12.5 | W.11-12.8 |
| W.11-12.6 | W.11-12.10 |
| W.11-12.2 | L.11-12.1 |
| W.11-12.3 | L.11-12.2 |
| L.11-12.4 | L.11-12.3 |
| L.11-12.5 | L.11-12.4 |
| L.11-12.6 | L.11-12.6 |

AD B Level 4

**2014 Missouri Department of Elementary and Secondary Education Page 4 of 6**
<table>
<thead>
<tr>
<th>Obj. #</th>
<th>INSTRUCTIONAL ACTIVITIES: (What Students Do)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-8</td>
<td>See Lessons:</td>
</tr>
<tr>
<td>1-8</td>
<td>Lesson 1 Grade 9 Graduation Requirements</td>
</tr>
<tr>
<td>1-8</td>
<td>Lesson 2 Grade 9 Evaluating Transcripts</td>
</tr>
<tr>
<td>1-8</td>
<td>Lesson 3 Grade 10 Review and Revision of My Personal Plan of Study</td>
</tr>
<tr>
<td>1-8</td>
<td>Lesson 4 Grade 10 Career Resources</td>
</tr>
<tr>
<td>1-8</td>
<td>Lesson 5 Grade 11 Evaluating and Revising the Personal Plan of Study</td>
</tr>
<tr>
<td>1-8</td>
<td>Lesson 6 Grade 12 Assessing Personal Plan of Study for Life-Long Learning</td>
</tr>
</tbody>
</table>

**Direct:**

- Structured Overview
  - Lecture (Ls. 4)
- Explicit Teaching (Ls. 1, 2, 4, 5)
- Drill & Practice
- Compare & Contrast (Ls. 1)
- Didactic Questions
  - Demonstrations (Ls. 2)
- Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2, 3, 4, 5, 6)

**Indirect:**

- Problem Solving (Ls. 1, 2, 3)
  - Case Studies
- Reading for Meaning
  - Inquiry
- Reflective Discussion
  - Writing to Inform
- Concept Formation
  - Concept Mapping
- Concept Attainment
  - Cloze Procedure
- Simulations (Ls. 4)
- Games
- Storytelling
- Focused Imaging
- Field Observations
- Role-playing
- Model Building
- Surveys (Ls. 6)

**Experiential:**

- Field Trips
- Narratives
  - Conducting Experiments
- Game playing
  - Storysaying
- Focused Imaging
- Field Observations
- Role-playing
  - Model Building
- Surveys (Ls. 6)

**Independent Study:**

- Essays
- Computer Assisted Instruction
- Simulations (Ls. 4)
  - Learning Logs
- Reports
- Learning Activity Sheets (Ls. 2, 3, 6)
  - Correspondence Lessons
- Learning Contracts (Ls. 5)
  - Homework
- Research (Ls. 1, 3)
  - Assigned Questions
- Learning Centers

**Interactive Instruction:**

- Debates
  - Role Playing
- Panels
  - Brainstorming
- Peer Partner Learning (Ls. 1, 3)
  - Discussion
- Laboratory Groups
  - Think Pair Share
- Cooperative Learning
  - Jigsaw
- Problem Solving
- Structured Controversy
- Tutorial Groups
- Interviewing
- Conferencing
UNIT RESOURCES:


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 8th 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 8th Grade)  

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

Mo-Comp-Guidance-12-01-11
Missouri Comprehensive Guidance & Counseling Programs: Linking School Success to Life Success

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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)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Performance Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Develop questions and ideas to initiate and refine research</td>
</tr>
<tr>
<td>2.</td>
<td>Conduct research to answer questions and evaluate information and ideas</td>
</tr>
<tr>
<td>4.</td>
<td>Use technological tools and other resources to locate, select and organize information</td>
</tr>
<tr>
<td>5.</td>
<td>Comprehend and evaluate written, visual and oral presentations and works</td>
</tr>
<tr>
<td>6.</td>
<td>Discover and evaluate patterns and relationships in information, ideas and structures</td>
</tr>
<tr>
<td>7.</td>
<td>Evaluate the accuracy of information and the reliability of its source</td>
</tr>
<tr>
<td>8.</td>
<td>Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</td>
</tr>
<tr>
<td>10.</td>
<td>Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</td>
</tr>
</tbody>
</table>
| X | **Goal 2: Communicate effectively within and beyond the classroom**  
1. Plan and make written, oral and visual presentations for a variety of purposes and audiences  
2. Review and revise communications to improve accuracy and clarity  
3. Exchange information, question and ideas while recognizing the perspectives of others  
6. Apply communications techniques to the job search and to the workplace  
7. Use technological tools to exchange information and ideas |
| X | **Goal 3: Recognize and solve problems**  
1. Identify problems and define their scope and elements  
5. Reason inductively from a set of specific facts and deductively from general premises  
4. Evaluate the processes used in recognizing and solving problems  
6. Examine problems and proposed solutions from multiple perspectives  
7. Evaluate the extent to which a strategy addresses the problem  
8. Assess costs, benefits and other consequences of proposed solutions |
| X | **Goal 4: Make decisions and act as responsible members of society**  
1. Explain reasoning and identify information used to support decisions  
3. Analyze the duties and responsibilities of individuals in societies  
4. Recognize and practice honesty and integrity in academic work and in the workplace  
5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals  
6. Identify tasks that require a coordinated effort and work with others to complete those tasks  
8. Explore, prepare for and seek educational and job opportunities |

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

<table>
<thead>
<tr>
<th>Academic Content Area(s)</th>
<th>Specific Skill(s)</th>
</tr>
</thead>
</table>
| 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)  
6. Participating in formal and informal presentations and discussions of issues and ideas |
| Mathematics              |                    |
| X Social Studies         | 4. Economic concepts (including productivity and the market system) and principles (including the laws for supply and demand)  
6. Relationship of the individual and groups to institutions and cultural traditions. |
| Science                  |                    |
| Health/Physical Education| 1. Process and techniques for the production, |
| Fine Arts                |                    |

Missouri Comprehensive Guidance & Counseling Programs: Linking School Success to Life Success

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exhibition or performance of one or more of the visual or performed arts

**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 9th – 12th 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
Unit 1 Title: Lifelong learning and Goal Setting

Lesson Title: Revisiting the Personal Plan of Study: Using the “Occupational Trial Plan”

Grade Level: 10

Lesson: 2 of 5

Length of Lesson: 55 to 70 minutes

Missouri Comprehensive Guidance and Counseling Big Ideas:
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.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.

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.

Materials (include activity sheets and/ or supporting resources)
Activity Sheet “Occupational Trial Plan” (copy for each student)
Counselor-completed “Occupational Trial Plan” to serve as an example for students’ plans (make several copies)
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)
Students’ Personal Plan of Study (initiated in 8th grade and reviewed/revised/refined in subsequent years)

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

<table>
<thead>
<tr>
<th></th>
<th>Goal 1: Gather, analyze and apply information and ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</td>
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Goal 3: Recognize and solve problems
4. Evaluate the processes used in recognizing and solving problems
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<td>6. Participating in formal and informal presentations and discussions of issues and ideas</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Health/Physical Education</td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td></td>
</tr>
</tbody>
</table>

Enduring Life Skill(s)

<table>
<thead>
<tr>
<th>Perseverance</th>
<th>Integrity</th>
<th>Problem Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courage</td>
<td>Compassion</td>
<td>Tolerance</td>
</tr>
<tr>
<td>Respect</td>
<td>Goal Setting</td>
<td></td>
</tr>
</tbody>
</table>

Lesson 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.

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 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 Personal Plan of Study.

Lesson Preparation

Essential Questions:
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?
What does the Occupational Trial Plan have to do with my career choice?
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

<table>
<thead>
<tr>
<th>Instructor Procedures/Instructional Strategies:</th>
<th>Student Involvement/Instructional Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>1. Following presentation of the counselor’s “Occupational Trial Plan, students will create their own plans.</td>
</tr>
<tr>
<td>2. Monitor and encourage students’ completion of their “Occupational Trial Plans.”</td>
<td>2. Students ask clarifying questions as they respond to the questions</td>
</tr>
<tr>
<td>3. Divide class into pairs to explain and clarify completed plans.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>4. Prior to counselor-review of students’ “Occupational Trial Plans”, develop questions to be discussed with counselor.</td>
</tr>
<tr>
<td>5. After you have had an opportunity to review their plans, return Personal Plans of Study 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).</td>
<td>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...</td>
</tr>
</tbody>
</table>
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
     - ...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:
<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Address</th>
<th>Area of Study</th>
</tr>
</thead>
</table>
   a. ____________________|__________|---------------|
   b. ____________________|__________|---------------|
c. ________________________________________________________________

________
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 …

__________________________________________ _____________
Signature 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.
**UNIT DESCRIPTION:** Goal Setting  
In this unit for 9th-12th 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, to find, evaluate and use career information and to define and understand the role of employment readiness skills in obtaining a job.

**SUGGESTED UNIT TIMELINE:** 4 Lessons  
CLASS PERIOD (min.): 55-70 minutes each

**ESSENTIAL QUESTIONS:**  
1. How do interests, strengths, and limitations change over one’s lifetime?

<table>
<thead>
<tr>
<th>ESSENTIAL MEASURABLE LEARNING OBJECTIVES</th>
<th>CCSS LEARNING GOALS (Anchor Standards/Clusters)</th>
<th>CROSSWALK TO STANDARDS</th>
</tr>
</thead>
</table>
| 1. The student will review and revise his/her Personal Plans of Study, noting changes in career interests and goals since last review was conducted.  
CD 7. A.09: Compare current strengths and limitations with the individual’s career and educational plan and adjust the plan as necessary.  
CD 8. B.09: Identify the entrance requirements and application procedures for post-secondary options.  
CD 7. A.10: Revisit current career and educational plan as it relates to | 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  
L.11-12.1  
L.11-12.2 | CD A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decision.  
CD B. Students will employ strategies to achieve future career goals with success and satisfaction.  
CD C. Students will understand the relationship | DOK Level – 3  
DOK Level – 2  
DOK Level – 3 |
2. The student will identify at least two personal, educational and/or training requirements needed for his/her career choice.
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.
ASSESSMENT DESCRIPTIONS*:

The summative assessment for the Career Development Strand is “The Ultimate Career Development Experience for Seniors” (see folder for Unit 6)

<table>
<thead>
<tr>
<th>Obj. #</th>
<th>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>x Direct</td>
</tr>
<tr>
<td></td>
<td>x Indirect</td>
</tr>
<tr>
<td></td>
<td>x Experiential</td>
</tr>
<tr>
<td></td>
<td>x Independent study</td>
</tr>
<tr>
<td></td>
<td>x Interactive Instruction</td>
</tr>
</tbody>
</table>

See:  
1. Lesson 1 Grade 9 Revisiting the Personal Plan of Study and Post HS Requirements  
2. Lesson 2 Grade 10 Revisiting the Personal Plan of Study: Using Occupational Trial Plan  
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

<table>
<thead>
<tr>
<th>Obj. #</th>
<th>INSTRUCTIONAL ACTIVITIES: (What Students Do)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>See:</td>
</tr>
<tr>
<td>1</td>
<td>Lesson 1 Grade 9 Revisiting the Personal Plan of Study and Post HS Requirements</td>
</tr>
<tr>
<td>2</td>
<td>Lesson 2 Grade 10 Revisiting the Personal Plan of Study: Using Occupational Trial Plan</td>
</tr>
<tr>
<td>3</td>
<td>Lesson 3 Grade 11 Does My Career Fit Me? (Venn Diagram)</td>
</tr>
</tbody>
</table>
Lesson 4 Grade 11 Get Set for College
Lesson 5 Grade 12 Post-Secondary Checklist

Direct:
- Structured Overview
- Lecture
- Explicit Teaching
- Drill & Practice
- Compare & Contrast (Ls. 1,2,3,4)
- Didactic Questions
- Demonstrations
- Guided & Shared - reading, listening, viewing, thinking

Indirect:
- Problem Solving (Ls. 2,3)
- Simulations (Ls. 4)
- Games
- Storytelling
- Writing to Inform
- Concept Formation
- Concept Mapping
- Concept Attainment
- Cloze Procedure

Experiential:
- Field Trips
- Narratives
- Conducting Experiments
- Role-playing
- Model Building
- Surveys (Ls. 2)

Independent Study:
- Essays (Ls. 4)
- Computer Assisted Instruction
- Journals
- Learning Logs
- Reports
- Learning Activity Packages
- Correspondence Lessons
- Homework
- Research Projects
- Assigned Questions
- Learning Centers

Interactive Instruction:
- Debates
- Role Playing
- Panels (Ls 1)
- Brainstorming
- Peer Partner Learning
- Discussion (Ls. 1,2,3,4)
- Laboratory Groups
- Think, Pair, Share (Ls. 2)
- Cooperative Learning (Ls. 4)
- Jigsaw
- Problem Solving
- Structured Controversy
- Tutorial Groups
- Interviewing (Ls. 1)

UNIT RESOURCES:


Unit 2 Title: Navigating Through the World of Work

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
    - Choices – www.choices.org
    - Self-Directed Search – www.self-directed-search.com
    - ACT's Discover – 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
  - On-line resources available through US government, e.g. America’s Career Resource Network (ACRN) www.acrnetwork.org and www.online.onetcenter.org
  - Missouri Connections, 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)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Develop questions and ideas to initiate and refine research.</td>
</tr>
<tr>
<td>2.</td>
<td>Conduct research to answer questions and evaluate information and ideas</td>
</tr>
<tr>
<td>3.</td>
<td>Use technological tools and other resources to locate, select and organize information</td>
</tr>
<tr>
<td>4.</td>
<td>Comprehend and evaluate written, visual and oral presentations and works</td>
</tr>
<tr>
<td>5.</td>
<td>Discover and evaluate patterns and relationships in information, ideas and structures</td>
</tr>
<tr>
<td>6.</td>
<td>Evaluate the accuracy of information and the reliability of its sources</td>
</tr>
</tbody>
</table>

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| 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |

**Goal 2: Communicate effectively within and beyond the classroom**

1. Plan and make written, oral and visual presentations for a variety of purposes and audiences
2. Review and revise communications to improve accuracy and clarity
3. Exchange information, question and ideas while recognizing the perspectives of others
4. Apply communications techniques to the job search and to the workplace
5. Use technological tools to exchange information and ideas

**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
3. Develop and apply strategies based on one’s own experience in preventing or solving problems
4. Evaluate the processes used in recognizing and solving problems
5. Examine problems and proposed solutions from multiple perspectives
6. Evaluate the extent to which a strategy addresses the problem
7. Assess costs, benefits and other consequences of proposed solutions

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

1. Explain reasoning and identify information used to support decisions
2. Analyze the duties and responsibilities of individuals in societies
3. Recognize and practice honesty and integrity in academic work and in the workplace
4. Develop, monitor and revise plans of action to meet deadlines and accomplish goals
5. Identify tasks that require a coordinated effort and work with others to complete those tasks
6. Explore, prepare for and seek educational and job opportunities

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

<table>
<thead>
<tr>
<th>Academic Content Area(s)</th>
<th>Specific Skill(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Arts</td>
<td>1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)</td>
</tr>
<tr>
<td></td>
<td>3. Reading and evaluating nonfiction works and materials (such as biographies, newspapers, technical manuals)</td>
</tr>
<tr>
<td></td>
<td>4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)</td>
</tr>
<tr>
<td></td>
<td>6. Participating in formal and informal presentations and discussions of issues and ideas</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6. Relationships of the individual and groups to institutions and cultural traditions</td>
</tr>
<tr>
<td></td>
<td>7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Science</th>
<th>Health/Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>X</strong> Fine Arts</td>
<td>1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts</td>
</tr>
</tbody>
</table>

**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
- **X** Experiential
- **X** Independent study
- **X** 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

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Missouri Comprehensive Guidance & Counseling Programs: Linking School Success to Life Success

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education/training required for specific careers.
Awareness of self and personal career interests
Computer use for research and composition of presentation.
Unit #2 Title: Navigating the World of Work
Lesson Title: Investigating Career Resources Lesson: 2 of 4
Grade Level: 10
Length of Lesson: 55-70 minutes

Missouri Comprehensive Guidance and Counseling Big Ideas:
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.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.

American School Counselor Association (ASCA) National Standard:
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)
Listing of Career Paths/Career Clusters posters or handouts
Activity Sheet: Outlook for Jobs in the Future
Computer for each student or paper & pencil
On-line resources available through US government, e.g. America’s Career Resource Network (ACRN) www.acrnetwork.org and www.online.onetcenter.org
Missouri Connections, www.missouriconnections.org
Any other career resource
Career Path Mini Poster

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

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

Missouri Comprehensive Guidance & Counseling Programs: Linking School Success to Life Success
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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

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.

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<td>6. Identifying and evaluating relationships between language and culture</td>
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<td>Mathematics</td>
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<tr>
<td>Social Studies</td>
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<tr>
<td>Science</td>
<td></td>
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<tr>
<td>Health/Physical Education</td>
<td></td>
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<tr>
<td>Fine Arts</td>
<td></td>
</tr>
</tbody>
</table>

Enduring Life Skill(s)

<table>
<thead>
<tr>
<th>X</th>
<th>Perseverance</th>
<th>Integrity</th>
<th>X</th>
<th>Problem Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Courage</td>
<td>Compassion</td>
<td></td>
<td>Tolerance</td>
</tr>
<tr>
<td></td>
<td>Respect</td>
<td>X</td>
<td></td>
<td>Goal Setting</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Instructor Procedures/Instructional Strategies:</th>
<th>Student Involvement/ Instructional Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Counselor will give students handouts with 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.</td>
<td>1. Students will use the handouts to select a job of interest from 3 of the 16 Career Clusters.</td>
</tr>
<tr>
<td>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.</td>
<td>2. Students list educational requirements, salary or wages, and job outlook for each job using a different resource for each on the form.</td>
</tr>
<tr>
<td>3. Counselor monitors students’ progress.</td>
<td>3. Students complete form and ask clarifying questions.</td>
</tr>
</tbody>
</table>

### 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 or 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

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

Missouri Comprehensive Guidance & Counseling Programs: Linking School Success to Life Success

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Missouri Connections: [www.missouriconnections.org](http://www.missouriconnections.org)
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.
UNIT DESCRIPTION: Navigating Through the World of Work

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.

SUGGESTED UNIT TIMELINE: One lesson per grade level

CLASS PERIOD (min.): 55-70 minutes each lesson

ESSENTIAL QUESTIONS:

1. How do interests and goals fit together?
2. How are careers different?
3. How does a job shadowing experience affect a person’s job choice?
4. How does one obtain the job he/she wants?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES

1. The student will complete a career inventory to identify at least one career of interest.

<table>
<thead>
<tr>
<th>ESSENTIAL MEASURABLE LEARNING OBJECTIVES</th>
<th>CCSS LEARNING GOALS (Anchor Standards/Clusters)</th>
<th>CROSSWALK TO STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will complete a career inventory to identify at least one career of interest.</td>
<td>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. CD.8.A.09: Integrate career and educational information with knowledge of self and career clusters to</td>
<td>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</td>
</tr>
<tr>
<td>Identify occupations of interest.</td>
<td>CD.7.B.10: Evaluate a variety of resources to aid in career exploration and planning now and in the future.</td>
<td>CD.8.A.10: Analyze career and educational information to identify the most relevant resources for specific career options.</td>
</tr>
</tbody>
</table>
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.
3. The student will complete a job shadowing experience.

<table>
<thead>
<tr>
<th>Grade Level/Course Title: 9-12 / CD 7-8 Gr9-12-Unit2</th>
<th>Course Code: Career Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHST.9-10.9</td>
<td>CD 7.B.09</td>
</tr>
<tr>
<td>WHST.11-12.7</td>
<td>CD 8.A.09</td>
</tr>
<tr>
<td>WHST.11-12.9</td>
<td>CD 7.B.10</td>
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<tr>
<td>WHST.11-12.8</td>
<td>CD 8.A.10</td>
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<tr>
<td>RST.9-10.3</td>
<td>CD 7.B.11</td>
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<td>RST.9-10.4</td>
<td>CD 8.A.11</td>
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<tr>
<td>RST.9-10.7</td>
<td>CD 7.B.12</td>
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<tr>
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<td>CD 8.A.12</td>
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<tr>
<td>RST.11-12.4</td>
<td>RI 9-10.4</td>
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<tr>
<td>RST.11-12.7</td>
<td>RI 9-10.7</td>
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<td>RI 11-12.4</td>
<td>R 9-10.8</td>
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<td>RST 9-10.4</td>
<td>RST 9-10.4</td>
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<td>CD A</td>
<td>DOK Level – 2</td>
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<tr>
<td>CD B</td>
<td>DOK Level – 4</td>
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<tr>
<td>CD C</td>
<td>DOK Level – 4</td>
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<tr>
<td>DOK Level – 3</td>
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<td>DOK Level – 4</td>
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<td>DOK Level – 4</td>
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<tr>
<td>DOK Level – 4</td>
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</tbody>
</table>
4. The student will write one essay on his/her career interest.
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.

**Obj. # INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**

<table>
<thead>
<tr>
<th>#</th>
<th>Direct</th>
<th>Indirect</th>
<th>Experiential</th>
<th>Independent Study</th>
<th>Interactive Instruction</th>
</tr>
</thead>
<tbody>
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<td>_____</td>
</tr>
</tbody>
</table>

1. Direct
2. Indirect
3. Experiential
4. Independent Study
5. Interactive Instruction

**Obj. # INSTRUCTIONAL ACTIVITIES: (What Students Do)**

<table>
<thead>
<tr>
<th>#</th>
<th>See:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lesson 1 Grade 9 Career Interest Inventory</td>
</tr>
<tr>
<td>2</td>
<td>Lesson 2 Grade 10 Investigating Career Resources</td>
</tr>
<tr>
<td>3</td>
<td>Lesson 3 Job Shadowing</td>
</tr>
<tr>
<td>4</td>
<td>Lesson 4 What Do They Do?</td>
</tr>
</tbody>
</table>

**See:**

1. Lesson 1 Grade 9 Career Interest Inventory
2. Lesson 2 Grade 10 Investigating Career Resources
3. Lesson 3 Job Shadowing
4. Lesson 4 What Do They Do?
UNIT RESOURCES:


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)**

<table>
<thead>
<tr>
<th>Goal 1: Gather, analyze and apply information and ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop questions and ideas to initiate and refine research</td>
</tr>
<tr>
<td>2. Conduct research to answer questions and evaluate information and ideas</td>
</tr>
<tr>
<td>4. Use technological tools and other resources to locate, select and organize information</td>
</tr>
<tr>
<td>5. Comprehend an devaluate written, visual and oral presentations and works</td>
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<tr>
<td>6. Discover and evaluate patterns and relationships in information, ideas and structures</td>
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<tr>
<td>7. Evaluate the accuracy of information and the reliability of its source</td>
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<tr>
<td>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</td>
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<tr>
<td>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</td>
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<table>
<thead>
<tr>
<th>Goal 2: Communicate effectively within and beyond the classroom</th>
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</thead>
<tbody>
<tr>
<td>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</td>
</tr>
<tr>
<td>2. Review and revise communications to improve accuracy and clarity</td>
</tr>
<tr>
<td>3. Exchange information, questions and ideas while recognizing the perspectives of others</td>
</tr>
<tr>
<td>7. Use technological tools to exchange information and ideas</td>
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<td>X</td>
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</table>

<table>
<thead>
<tr>
<th>Goal 3: Recognize and solve problems</th>
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<tbody>
<tr>
<td>4. Develop and apply strategies based on one’s own experience in preventing or solving problems</td>
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<tr>
<td>5. Evaluate the processes used in recognizing and solving problems</td>
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<td>8. Assess costs, benefits and other consequences of proposed solutions</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 4: Make decisions and act as responsible members of society</th>
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</thead>
<tbody>
<tr>
<td>1. Explain reasoning and identify information used to support decisions</td>
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<td>X</td>
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</tbody>
</table>


Missouri Comprehensive Guidance & Counseling Programs:

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3. Analyze the duties and responsibilities of individuals in societies
6. 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.

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

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

Unit Measurable Learning Objectives:
The student will identify five positive skills that enhance school and community contributions as they relate to a career and educational plan.
The student will identify five positive skills that enhance school and community contributions as they relate to life-long goals.
The student will list three activities he/she is involved in that make positive contributions to a global society.
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.

Unit Instructional Strategies/Instructional Activities:
- Direct (Structured Overview, Guided & Shared – reading, listening, viewing, thinking)
- Indirect
- Experiential
- Independent study (Learning Logs)
- Interactive Instruction (Brainstorming, 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. |
| 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.
Unit 3 Title: Respect for All Work

Lesson Title: Past, Present, and Future

Lesson: 2 of 4

Grade Level: 10

Length of Lesson: 55 to 70 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:

Grade Level Expectation (GLE):
CD.7.C.10: Analyze and evaluate school and community contributions as they relate to life career goals.

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.

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).

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

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<th></th>
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Missouri Comprehensive Guidance & Counseling Programs:
Linking School Success to Life Success
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Enduring Life Skill(s)

<table>
<thead>
<tr>
<th></th>
<th>Perseverance</th>
<th>Integrity</th>
<th>Problem Solving</th>
<th>Courage</th>
<th>Compassion</th>
<th>Tolerance</th>
<th>Respect</th>
<th>Goal Setting</th>
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</thead>
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<tr>
<td>X</td>
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</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Instructor Procedures/Instructional Strategy:</th>
<th>Student Involvement/Instructional Activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Counselor will project the timeline using an overhead projector (or more advanced technology, if available). Explain the examples on the Timeline Activity Sheet.</td>
<td>1. Students will observe the counselor’s examples.</td>
</tr>
<tr>
<td>2. Counselor will distribute a copy of the Timeline Activity Sheet to each student, and ask students to develop their own timelines.</td>
<td>2. Students will work in pairs to discuss and complete their timelines.</td>
</tr>
<tr>
<td>3. Counselor will model using the Timeline Activity Sheet to develop an autobiography for their future.</td>
<td>3. Students observe counselor modeling the biography.</td>
</tr>
</tbody>
</table>
4. The counselor asks students to complete a biography for their future.

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.

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.


5. Students complete autobiography describing life-long goals making connections to other people, work, workers, and the well-being of our planet.

6. Students will “file” completed Activity Sheets and “Aha Statements” to use during their senior culminating project.

**Teacher Follow-Up Activities**

Teacher will allow students to peer review biographies.

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

Missouri Comprehensive Guidance & Counseling Programs: Linking School Success to Life Success

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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?

**PROJECTED CHANGES**

<table>
<thead>
<tr>
<th>Name: ______________________________</th>
<th>Date: ___________</th>
</tr>
</thead>
</table>

Thirty years from now, I will be ________ years old.

I will be living in ________________________________.

<table>
<thead>
<tr>
<th>Technology</th>
<th>Environment</th>
<th>Economy</th>
<th>World Politics</th>
<th>Health Care</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
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.
<table>
<thead>
<tr>
<th>COURSE INTRODUCTION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Development</td>
</tr>
<tr>
<td>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:</td>
</tr>
</tbody>
</table>

**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.
UNIT DESCRIPTION: Respecting All Work

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.

SUGGESTED UNIT TIMELINE: 4 Lessons
CLASS PERIOD (min.): 55-70 each lesson

ESSENTIAL QUESTIONS:

1. How do people get along?
2. How do people decide what to do with their lives?
3. How can a person make a contribution to the well-being and betterment of the local and global society?

<table>
<thead>
<tr>
<th>ESSENTIAL MEASURABLE LEARNING OBJECTIVES</th>
<th>CCSS LEARNING GOALS (Anchor Standards/Clusters)</th>
<th>CROSSWALK TO STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will identify five positive skills that enhance school and community contributions as they relate to a career and educational plan.</td>
<td>CD.7.C.09: Analyze and evaluate school and community contributions as they relate to one’s career and educational plan.</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>CD.7.C.10: Analyze and evaluate school and community contributions as they relate to life career goals.</td>
<td>CD: B: Students will employ strategies to achieve future career goals with success and satisfaction.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GLEs/CLEs</th>
<th>PS</th>
<th>CCSS</th>
<th>OTHER</th>
<th>ASCA</th>
<th>DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD.7.C.09: Analyze and evaluate school and community contributions as they relate to one’s career and educational plan.</td>
<td>RL.9-10.4</td>
<td>RI.9-10.7</td>
<td>RI.11-12.4</td>
<td>RL.11-12.7</td>
<td></td>
</tr>
<tr>
<td>RL.11-12.7</td>
<td>W.9-10.7</td>
<td>W.9-10.8</td>
<td>W.9-10.9</td>
<td>W.11-12.7</td>
<td></td>
</tr>
<tr>
<td>W.11-12.8</td>
<td>W.11-12.9</td>
<td>SL.9-10.1</td>
<td>SL.9-10.2</td>
<td>SL.9-10.3</td>
<td></td>
</tr>
<tr>
<td>SL.9-10.4</td>
<td>SL.9-10.5</td>
<td>SL.9-10.6</td>
<td>SL.11-12.1</td>
<td>SL.11-12.2</td>
<td></td>
</tr>
<tr>
<td>SL.11-12.3</td>
<td>SL.11-12.4</td>
<td>SL.11-12.5</td>
<td>L.9-10.1</td>
<td>L.9-10.2</td>
<td></td>
</tr>
<tr>
<td>L.9-10.3</td>
<td>L.9-10.4</td>
<td>L.9-10.5</td>
<td>L.9-10.6</td>
<td>L.9-10.6</td>
<td></td>
</tr>
</tbody>
</table>

DOK Level – 4
2. The student will identify five positive skills that enhance school and community contributions as they relate to life-long goals.

<table>
<thead>
<tr>
<th>Identify the value of personal contributions to the world of work as a result of one’s career choices.</th>
<th>CD.7.C.12: Respect all work as important, valuable, and necessary in maintaining a global society.</th>
<th>CD C: Students will understand the relationship between training and the world of work.</th>
</tr>
</thead>
</table>

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3. The student will list three activities he/she is involved in that make positive contributions to a global society.


4. Students will show they understand their own personality type and how it relates to career choice and personal/social relationships by group

**Grades 9-12 / CD7-Gr9-12-Unit3**

**Course Code:** Career Development

**ASSESSMENT DESCRIPTIONS**:

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.

<table>
<thead>
<tr>
<th>Obj. #</th>
<th>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>x</em></td>
<td>Direct</td>
</tr>
<tr>
<td><em>x</em></td>
<td>Indirect</td>
</tr>
<tr>
<td>___</td>
<td>Experiential</td>
</tr>
</tbody>
</table>

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  
L.11-12.1  
L.11-12.2  
L.11-12.3  
L.11-12.4  
L.11-12.5  
L.11-12.6  
WHST.9-10.7  
WHST.9-10.8  
WHST.9-10.9  
WHST.11-12.7  
WHST.11-12.9  
WHST.11-12.8
### INSTRUCTIONAL ACTIVITIES: (What Students Do)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How I Relate to Others</td>
</tr>
<tr>
<td>2</td>
<td>Past, Present, Future (biography of your future)</td>
</tr>
<tr>
<td>3</td>
<td>Peer Review of My School and Community Activities</td>
</tr>
<tr>
<td>4</td>
<td>Who Does What?</td>
</tr>
</tbody>
</table>

**Obj. #**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Instructional Activities: (What Students Do)</th>
</tr>
</thead>
<tbody>
<tr>
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<td>How I Relate to Others</td>
</tr>
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<td>Peer Review of My School and Community Activities</td>
</tr>
<tr>
<td>4</td>
<td>Who Does What?</td>
</tr>
</tbody>
</table>

**UNIT RESOURCES:**

<table>
<thead>
<tr>
<th>Unit 1 Title: Getting a Job</th>
<th>Grade Level: 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Lessons in Unit: 5</td>
<td></td>
</tr>
<tr>
<td>Time Required for Each Lesson: 55-70 min</td>
<td></td>
</tr>
</tbody>
</table>

**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

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Missouri Comprehensive Guidance & Counseling Programs: Linking School Success to Life Success  
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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
solving problems
2. Evaluate the processes used in recognizing and solving problems
8. Assess costs, benefits and other consequences of proposed solutions

Goal 4: Make decisions and act as responsible members of society
1. Explain reasoning and identify information used to support decisions
3. 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)

<table>
<thead>
<tr>
<th>X</th>
<th>Communication Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization,)</td>
<td></td>
</tr>
<tr>
<td>4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)</td>
<td></td>
</tr>
<tr>
<td>6. Participating in formal and informal presentations and discussions of issues of ideas</td>
<td></td>
</tr>
</tbody>
</table>

| Mathematics |
| Social Studies |
| 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:

What is a portfolio? What are the benefits of having a portfolio?
How do people share their strengths and skills with others?
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?
How do people share their strengths and skills with others?
Why is it important for people to know how to advocate their personal strengths for career success?

Unit Measurable Learning Objectives:

The students will gather five items for a portfolio to be used in job seeking.
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.
The student will apply knowledge of self to development information to be used for post-secondary applications.
The student will integrate career knowledge and self-knowledge into a resume.
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.
Unit Instructional Strategies/Instructional Activities:

| Direct (Structured Overview, Guided & Shared – reading, listening, viewing, thinking) |
| Indirect |
| Experiential |
| Independent study (Learning Logs) |
| X Interactive Instruction (Brainstorming, Interviewing) |

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. 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.

Brief Summary of Unit:

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.

Unit Goals and Objectives:

Students will apply personal, ethical and work habit skills, which contribute to job success and utilize appropriate job-seeking skills to obtain employment.

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

Ability to use computers for research, to develop portfolios and resumes and to compose presentations.
Unit 1 Title: Getting a Job
Lesson Title: Personal Code of Ethics Lesson: 2 of 5
Grade Level: 10
Length of Lesson: 55-70 minutes
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.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.
American School Counselor Association (ASCA) National Standard:
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.]
Personal Code of Ethics Activity Sheet
Code of Ethics 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 |
| 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) |
| | Mathematics |
| | Social Studies |

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**Enduring Life Skill(s)**

<table>
<thead>
<tr>
<th></th>
<th>Perseverance</th>
<th></th>
<th>Integrity</th>
<th></th>
<th>Problem Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>X</td>
<td>Courage</td>
<td></td>
<td>Compassion</td>
<td>X</td>
<td>Tolerance</td>
</tr>
<tr>
<td>X</td>
<td>Respect</td>
<td></td>
<td></td>
<td></td>
<td>Goal Setting</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Instructor Procedures/Instructional Strategies:</th>
<th>Student Involvement/Instructional Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>1. Students will actively participate in the discussion.</td>
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<tr>
<td></td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td>2.</td>
<td>Discuss ethical issues as compared to legal issues.</td>
</tr>
<tr>
<td>3.</td>
<td>Have students complete the <em>Personal Code of Ethics</em> Activity Sheet.</td>
</tr>
<tr>
<td>4.</td>
<td>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).</td>
</tr>
<tr>
<td>5.</td>
<td>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.</td>
</tr>
<tr>
<td>6.</td>
<td>Distribute <em>Code of Ethics</em> worksheet. Instruct students to use the <em>Personal Code of Ethics</em> Activity Sheet to complete the <em>Code of Ethics</em> worksheet independently.</td>
</tr>
<tr>
<td>7.</td>
<td>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.</td>
</tr>
<tr>
<td>8.</td>
<td>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.</td>
</tr>
<tr>
<td>9.</td>
<td>Collect <em>Personal Code of Ethics</em> Activity Sheets to put in each portfolio or have students place in portfolio.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Students will actively participate in the discussion. Give examples at school.</td>
</tr>
<tr>
<td>3.</td>
<td>Complete the <em>Personal Code of Ethics</em> Activity Sheet.</td>
</tr>
<tr>
<td>4.</td>
<td>A volunteer from each group will write the behaviors on the board.</td>
</tr>
<tr>
<td>5.</td>
<td>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.</td>
</tr>
<tr>
<td>7.</td>
<td>Students will develop an advocacy plan and describe it to the whole class.</td>
</tr>
<tr>
<td>8.</td>
<td>Students will list the steps their group would take to resolve the ethical problem.</td>
</tr>
<tr>
<td>9.</td>
<td>Students will place their <em>Personal Code of Ethics</em> Activity Sheet in a prominent place in their portfolios.</td>
</tr>
</tbody>
</table>
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?

<table>
<thead>
<tr>
<th>Character Quality</th>
<th>Behavior(s)</th>
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</thead>
<tbody>
<tr>
<td>Creativity</td>
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<tr>
<td>Empathy</td>
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<tr>
<td>Citizenship</td>
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<tr>
<td>Truthfulness</td>
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<td>Accountability</td>
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<td>Fairness</td>
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<td>Integrity</td>
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<td>Compassion</td>
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<tr>
<td>Humor</td>
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<td>Loyalty</td>
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<td>Sincerity</td>
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<td>Equality</td>
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<td>Purpose</td>
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<td>Friendship</td>
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<td>Imagination</td>
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<td>Honesty</td>
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<td>Self-discipline</td>
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<tr>
<td>Justice</td>
<td></td>
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<tr>
<td>Sharing</td>
<td></td>
</tr>
<tr>
<td>Wisdom</td>
<td></td>
</tr>
<tr>
<td>Assertiveness</td>
<td></td>
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<td>Responsibility</td>
<td></td>
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<tr>
<td>Kindness</td>
<td></td>
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<tr>
<td>Cooperation</td>
<td></td>
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<tr>
<td>Restraint</td>
<td></td>
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<tr>
<td>Perseverance</td>
<td></td>
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<tr>
<td>Confidence</td>
<td></td>
</tr>
<tr>
<td>Consideration</td>
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</tbody>
</table>
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.
**Unit 1 Title:** Getting a Job  

**Lesson Title:** Completing Applications  

**Grade Level:** 10  

**Length of Lesson:** 55 to 70 minutes  

**Missouri Comprehensive Guidance and Counseling Big Idea:**  
CD.9: Applying Skills for College and Career Readiness and Success  

**Grade Level Expectation (GLE):**  
CD.8.B.10: Apply knowledge of self to make informed decisions about post-secondary options.  

**American School Counselor Association (ASCA) National Standard:**  
Career Development  
B. Students will employ strategies to achieve future career goals with success and satisfaction.  

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

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

<table>
<thead>
<tr>
<th>Goal</th>
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</table>
| 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  
| X | 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.**  

<table>
<thead>
<tr>
<th>Academic Content Area(s)</th>
<th>Specific Skill(s)</th>
</tr>
</thead>
</table>
| X | Communication Arts | 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)  
| | Mathematics |  
| | Social Studies |  
| | Science |  

**Missouri Comprehensive Guidance & Counseling Programs:**  
Linking School Success to Life Success  
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Enduring Life Skill(s)

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<tr>
<th></th>
<th>Perseverance</th>
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<th>Integrity</th>
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<th>Problem Solving</th>
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<td>X</td>
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<td>X</td>
<td></td>
<td>X</td>
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<tr>
<td>Courage</td>
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<td>Compassion</td>
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<td>Tolerance</td>
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<tr>
<td>Respect</td>
<td>X</td>
<td>Goal Setting</td>
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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

Instructor Procedures/Instructional Strategies:
1. Lead a discussion about correct and incorrect elements of an application.
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.
3. Counselor will provide copies of three post-secondary institution applications and three

Student Involvement/Instructional Activities:
1. Students will learn correct and incorrect elements of an application.
2. Students complete each section of the application and ask clarifying questions.
3. Students will review the information requested and independently complete
<table>
<thead>
<tr>
<th>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</th>
<th>the applications.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>4. Students will develop a master document and keep it in their portfolio.</td>
</tr>
<tr>
<td>5. The counselor does a final review of the activity.</td>
<td>5. Students review the activity with the counselor.</td>
</tr>
</tbody>
</table>

**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)**

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Missouri Comprehensive Guidance & Counseling Programs: Linking School Success to Life Success

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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.
UNIT DESCRIPTION: Getting a Job

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.

SUGGESTED UNIT TIMELINE:

5 Lessons

CLASS PERIOD (min.): 55-70 minutes each

ESSENTIAL QUESTIONS:

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

<table>
<thead>
<tr>
<th>GLEs/CLEs</th>
<th>PS</th>
<th>CCSS</th>
<th>OTHER ASCA</th>
<th>DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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</td>
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<td>DOK Level – 3</td>
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CD 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.

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<tr>
<td>Compare and contrast the post-secondary application process to the job application process.</td>
<td>Demonstrate the steps which can be used to resolve ethical issues related to school or work situations.</td>
<td>Refine and utilize a portfolio, which may be used for a variety of post-secondary opportunities.</td>
<td>Apply personal, ethical, and work habit skills that contribute to job success.</td>
<td>Utilize appropriate job-seeking skills to obtain employment.</td>
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<td>DOK Level – 3</td>
<td>DOK Level – 3</td>
<td>DOK Level – 3</td>
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2. The student will complete a personal code of ethics form.

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<td>SI.9-10.1</td>
<td>SI.9-10.4</td>
<td>SI.9-10.6</td>
<td>L.9-10.1</td>
<td>L.9-10.2</td>
<td>L.9-10.3</td>
<td>L.9-10.4</td>
<td>L.9-10.5</td>
</tr>
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</table>

3. The student will complete an advocacy plan

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<td>SI.9-10.1</td>
<td>SI.9-10.4</td>
<td>DOK Level – 3</td>
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to develop a school policy for an ethical school culture.

|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---------|---------|---------|---------|---------|---------|

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

|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|

5. The student will integrate career knowledge and self-knowledge into a resume.

|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|

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.

|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|

**ASSESSMENT DESCRIPTIONS**:

|-----------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
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.

### INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)

<table>
<thead>
<tr>
<th>Obj. #</th>
<th>Direct</th>
<th>Indirect</th>
<th>Experiential</th>
<th>Independent Study</th>
<th>Interactive Instruction</th>
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<td>X__</td>
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<td>Independent study</td>
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<td>Interactive Instruction</td>
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1. **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)

### INSTRUCTIONAL ACTIVITIES: (What Students Do)

<table>
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<tr>
<th>Obj. #</th>
<th>Direct</th>
<th>Indirect</th>
<th>Experiential</th>
<th>Independent Study</th>
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   - Lesson #4: The Resume (Grade 11)
   - Lesson #5: The Ultimate Senior Career Project (Grade 12)

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UNIT RESOURCES: (include internet addresses for linking)
