

**Unit #1 Title:** Who Am I And How Do I Fit Into The World?

**Grade Level:** 9-12

**Number of Lessons in Unit:** 4

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

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

**Lesson Titles:**

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

Materials/Special Preparations Required:

Tennis Balls for Juggling or Three Stacks of Paper Stacks

Fan

*Self-Concept Checklist*

*Improving Your Self-Concept* worksheet

School Club/Organization List – School generated

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

Chart paper sticky notes

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

Materials/Special Preparations Required:

Mirror

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

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

Materials/Special Preparations Required:

Scale

Weights

*My Self Concept Report Card*

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

Materials/Special Preparations Required:

*Action Plan For Maintaining Who I Am*

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

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

**Grade Level Expectations (GLEs):**

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

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

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

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

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

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

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on one’s own experience in preventing or solving problems. 8. Assess costs, benefits and other consequences of proposed solutions.
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	

X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

**Unit Essential Questions:**

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

**Unit Measurable Learning Objectives:**

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

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

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

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

**Unit Instructional Strategies/Instructional Activities:**

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

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

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

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

**Brief Summary of Unit:**

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

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

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



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

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

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

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

**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 an activity sheet and participate in a class discussion of the consequences of maintaining a negative view of self in contrast to the benefits of maintaining a positive self-concept.

**Lesson Preparation**

**Essential Questions:**

How would a positive self-concept help you grow?

Could this growth occur with a negative self-concept?

What suggestions could you give to someone who has a negative self-concept?

**Engagement (Hook):**

Demonstrate, with the scale and weights, how negative comments, activities, and situations weigh down a person's self-concept. How might someone's negative view of self be cancelled out by positive self-talk and positive comments? Students may participate by placing a weight for every negative comment and removing a weight for every positive comment. Counselor will use positive and negative statements based on the *My Self-Concept Report Card* examples.

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<ol style="list-style-type: none"><li>1. Instruct students to complete the “My Self-Concept Report Card” worksheet.</li><li>2. Discuss the worksheet and write student’s responses on the board.</li><li>3. Have students make a personalized list of the things they would to improve or maintain their positive self-concept.</li></ol>	<ol style="list-style-type: none"><li>1. Students complete the worksheet</li><li>2. Students share responses.</li><li>3. Students will make a list on the back of their worksheets.</li></ol>

**Teacher Follow-Up Activities**

Teacher may have students discuss the use of the activities as they happen within the classroom. Periodically, teacher will review the “My Self-Concept Report Card” worksheet and ask for positive reinforcement examples observed in the student’s lives.

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

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

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

### My Self-Concept Report Card

What grade would you give yourself in the following areas? Only you will see your answers.

- A= Always**
- B= Most of the Time**
- C= Sometimes**
- D= Rarely**
- F= Never**

AREA	GRADE
Positive Attitude	
Ability to express my feelings/thoughts accurately to others	
Ability to develop good relationships with others	
Positive self-talk	
Taking care of myself physically	
Taking care of myself emotionally	
Respect for myself	
Ability to set boundaries in a relationship (stay out of “drama”)	
Ability to disregard rumors or gossip	
Ability to cope with false statements about me	

What are some ways I would be able to bring up my grade in the areas I scored poorly?

Make a personal list of ways to improve or maintain your positive self-concept.

\_\_\_\_\_

\_\_\_\_\_

**COURSE INTRODUCTION:**

**Personal/Social Development**

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

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

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

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

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

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

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

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

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

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

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

**Grade Level:** 9-12

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

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

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

**Lesson Titles:**

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

Materials/Special Preparations Required

Pens

Pencils

*The Clique* student handout

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

Materials/Special Preparations Required

2-dozen multi-colored balloons inflated

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

Thumbtacks (optional)

Colored pencils or markers

Common pin (safety)

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

Materials/Special Preparations Required

Pens

Pencils

*Listening Stems* activity sheet for each pair of students

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

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

Materials/Special Preparations Required

Timer

Handouts printed on two different types of colored paper

Three judges

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

*What Do These Words or Phrases Mean* handout

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

Materials/Special Preparations Required

Black/White Board or an overhead projector

Index cards

Pens

Pencils

*Negotiating Skill Components* handout

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

Materials/Special Preparations Required

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

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

Performance Areas with chairs and adequate space

Signs for each location

A/V equipment as needed

Publicity

Thank-you notes

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

Materials/Special Preparations Required

*Managing Conflicts* worksheet

*Alternative for Solving Conflicts* handout

Pens

Pencils

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

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

**Grade Level Expectations (GLEs):**

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

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

Personal Social Development

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

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

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

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

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

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

**Unit Essential Questions:**

Why is it important to embrace diversity?

**Unit Measurable Learning Objectives:**

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

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

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

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

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

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

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

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

**Unit Instructional Strategies/Instructional Activities:**

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

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

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

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

**Brief Summary of Unit:**

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

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

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

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

**Lesson Title:** Using Negotiation to Settle Difficulties

**Lesson:** 5 of 7

**Grade Level:** 11

**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 Expectations (GLEs):**

PS.2.A.11: Apply interpersonal skills needed to maintain quality relationships

PS.2.C.11: Accept personal responsibility in conflict situations

**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.

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

Black/White Board or SMART Board

Index cards

Pens

Pencils

*Negotiating Skills Components* handout

**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
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 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
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 6. Identify tasks that require a coordinated effort and work with others to complete those tasks

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will 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.

**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.**  
After each role-play, the class will discuss the enactment of scenario and the effectiveness of choices made by participants. Each student will contribute a “helpful hint” for resolving conflict while respecting others. Hints will be compiled into a booklet and distributed to students.

**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 pose the following question: Have you ever done something you knew was wrong

but you did it anyway due to peer pressure? (Instructor will self-disclose a personal experience from his or her past.)

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
1. Instructor will provide the <i>Negotiating Skills Components</i> handout.	1. Students review list of <i>Negotiating Skills Components</i> handout.
2. Instructor will select two students to role-play a mock argument in which one student is trying to convince the other to skip school in order to be accepted into a group.	2. Students will volunteer to perform the mock role-play. Be sure to monitor the frequency of participation...to assure that no student monopolizes the time. Others students will watch and note which skills from the <i>Negotiation Skills Components</i> worksheet were utilized.
3. Instructor will facilitate a discussion of the role-play and the negotiation skills utilized.	3. Students will participate in discussion of role-play and skills utilized.
4. Instructor will direct students to work in pairs to create new role-plays involving peer pressure (use index cards).	4. Each student pair will develop a role-play and will write the scenario on an index card.
5. Instructor will collect and randomly select scenarios and students to perform role-plays as time permits.	5. Students will role-play selected scenarios incorporating skills from the “Negotiating Skills Component” handout.
6. After each role-play, instructor will facilitate a discussion of the role-play and skills utilized.	6. Students will participate in discussion of role-play the skills utilized and the relationship of role play to real-life conflict situations.

**Teacher Follow-Up Activities**

Instructor leads discussion on ways in which negotiation techniques can be used to avoid gang violence, and problems between friends, family, and school.

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

## Negotiating Skills Components

1. Decide if there is a problem between you and any other person(s).
2. Inform that person(s) about what you think is the problem.
3. Meet face to face to discuss the problem.
4. Listen to each other with open minds.
5. Respect each other's opinions.
6. Take a few minutes to recycle the other person's opinions in your mind.
7. Try to determine why he/she felt that way.
8. Avoid finger-pointing.
9. Work out a compromise that pleases both of you.

<p><b>Unit #1 Title:</b> Interacting With Others In Ways That Respect Individual and Group Differences</p>	
<p><b>Lesson Title:</b> Diversity Day</p>	<p><b>Lesson</b> 6 of 7</p>
<p><b>Grade Level:</b> 11</p>	
<p><b>Length of Lesson:</b> 90 minutes – one day</p>	
<p><b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> PS2: Interacting With Others In Ways That Respect Individual and Group Differences</p>	
<p><b>Grade Level Expectation (GLE):</b> PS.2.B.11: Exhibit respect for different cultures and points of view</p>	
<p><b>American School Counselor Association (ASCA) National Standard:</b> Personal Social Development A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.</p>	

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

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 Musicians
- Scottish Storyteller/Bagpipe player
- Square Dancers/Square dance caller

Performance Areas with chairs and adequate space

Signs for each location

A/V equipment as needed

Publicity

Thank-you notes

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>5. Comprehend and evaluate written, visual and oral presentations and works</p> <p>9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>3. Exchange information, questions and ideas while recognizing the perspectives of others</p> <p>4. Present perceptions and ideas regarding works of the arts, humanities and sciences</p>

	5. Perform or produce works in the fine and practical arts
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) 6. Participating in formal and informal presentations and discussions of issues and ideas 7. Identifying and evaluating relationships between language and culture
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
Science	
X Health/Physical Education	4. Principles of movement and physical fitness
X Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts 2. The principles and elements of different art forms 3. The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts 4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines 5. Visual and performing arts in historical and cultural contexts

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

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 \_\_\_\_\_.

**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 complete an evaluation/short reflection of the day utilizing prompts given by the counselor.

**Lesson Preparation**

**Essential Questions:**

Why is respect for others important?

**Engagement (Hook):**

Music and publicity during morning announcements prior to the event.

**Procedures**

**Instructor Procedures/Instructional Strategies:**

1. Form a committee of students and staff to plan the day.
  - Determine how many class periods and performers are appropriate.
  - Contact and organize performers and set up performance times.
  - Design method for assigning classes or student body to various venues.
  - Publicize event through the web page, flyers, announcements, and school paper.
  - Set up performance areas.
2. Assist performers as necessary.
3. Write thank-you notes.

**Student Involvement/Instructional Activities:**

1. Students will participate in the planning of “Diversity Day” (hour or day) activities.
2. Student body will participate in “Diversity Day” or hour.
3. After the performance, students will write an evaluations/short reflection of performances to be given to counselor. Students will write an entry in their journals following the prompt provided in the formative Evaluation.

**Teacher Follow-Up Activities**

Instructor can encourage a deeper understanding of various cultures through research, videos, food, further performances, etc.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Lesson Titles:**

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

Materials/Special Preparations Required:

*Safe & Healthy Choices* worksheet

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

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

Materials/Special Preparation Required

Video Presentation or Presenter about making healthy choices

*Presentation Review Assessment* worksheet

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

Materials/Special Preparations Required

Video Presentation or Presenter about making healthy choices

*Presentation Review Assessment* worksheet

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

Materials/Special Preparations Required

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

*Presentation Review Assessment* worksheet

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

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

Materials/Special Preparations Required

List of community health and safety agencies

Envelopes and school letterhead

Thank-you notes

Tables

Chairs

Sign for each table to represent agency in attendance

Audio-visual equipment, as needed

Flyers announcing Wellness Fair

Hospitality Room with snacks for exhibitors

Newspaper article to promote community involvement

*Wellness Fair Assessment* worksheet

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

PS.3: Applying Personal Safety Skills and Coping Strategies

**Grade Level Expectations (GLEs):**

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

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

Personal Social Development

C. Students will understand safety and survival skills

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

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

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

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

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

**Unit Essential Questions:**

How do safe and healthy choices affect our lives?

**Unit Measurable Learning Objectives:**

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

**Unit Instructional Strategies/Instructional Activities:**

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

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

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

**Brief Summary of Unit:**

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

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

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

<b>Unit 1 Title:</b> Personal Safety Skills and Coping Strategies	
<b>Lesson Title:</b> Fatal Accident	<b>Lesson:</b> 4 of 5
<b>Grade Level:</b> 11	
<b>Length of Lesson:</b> 45-50 minutes	
<b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> PS.3: Applying Personal Safety Skills and Coping Strategies	
<b>Grade Level Expectations (GLEs):</b>	
PS.3.A.11:	Analyze the impact of personal decisions on the safety and health of self and others.
PS.3.B.11:	Demonstrate skills that reinforce a safe environment for all students.
PS.3.C.11:	Apply individual coping skills to manage life-changing events.
<b>American School Counselor Association (ASCA) National Standards:</b>	
Personal Social Development	
C. Students will understand safety and survival skills.	

<b>Materials (include activity sheets and/ or supporting resources)</b>
Presenters (e.g. highway patrol, police, fireman, or ambulance attendant). Audio of automobile crash <i>Presentation Review Assessment Worksheet</i>

<b>Show Me Standards: Performance Goals (check one or more that apply)</b>	
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

<b>This lesson supports the development of skills in the following academic content areas.</b>		
<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>	
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
X	Mathematics	3. Data analysis, probability and statistics
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
X	Science	2. Properties and principles of force and motion
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
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

**Lesson Measurable Learning Objectives:**

The student will participate in and evaluate a presentation from an emergency response agency and write three related thoughts 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 risk-taking behaviors; address personal/safety issues, and management of life changing events through discussion.

**Lesson Preparation**

**Essential Questions:**

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

**Engagement (Hook):** Docudrama or play audio of sounds of an automobile crash, including silence that follows the crash. After students hear audio of crash, ask: “What was that!?”  
Students share their thoughts and feelings about what they heard.

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<ol style="list-style-type: none"> <li>1. The counselor will introduce the presenter, e.g. highway patrolman, policeman, fireman, or ambulance attendant.</li> <li>2. The presenter from an emergency personnel agency will present information.</li> <li>3. Presenter and/or counselor will lead follow-up discussion.</li> <li>4. Presenter will provide</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will listen to the introduction of the presenter. Each student will formulate (in writing) at least one personally relevant question he or she wants to have answered.</li> <li>2. Students will listen to the presentation and formulate additional questions.</li> <li>3. In small groups students will participate in discussion of the meaning/application of concepts presented.</li> <li>4. Students receive information provided,</li> </ol>

handouts/resources from their area of specialty.	review and ask questions..
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**Teacher Follow-Up Activities**

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

**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 ...



## Presentation Review Assessment

(Circle yes or no)

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

I'd like to know more about ...



**Course Description:****Personal/Social Development**

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

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

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

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

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

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

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

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

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

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

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

**Unit 1 Title:** Learning for Life

**Grade Level:** 9-12

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

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

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

**Lesson Titles:**

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

Materials/Special Preparations Required:

*Personal Study Skills and Habit Review Survey*

*Study Skills Tip Sheet*

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

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

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

Materials/Special Preparations Required:

School year calendar

Optional - Blank Calendar

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

Materials/Special Preparations Required:

Individual student reports from standardized tests

*PLAN* PowerPoint presentation

*PSAT/NMSQT* DVD presentation

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

Information over the *PSAT* DVD presentation may found at

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

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

Materials/Special Preparations Required:

Student Planners/Calendars

Index cards

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

Materials/Special Preparations Required:

*Personal Plans of Study* and credit checks

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

Materials/Special Preparations Required:

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

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

AD.4: Applying skills needed for educational achievement.

**Grade Level Expectations (GLEs):**

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

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

Academic Development

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

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

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

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

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

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

**Unit Essential Questions:**

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

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

**Unit Instructional Strategies/Instructional Activities:**

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

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

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

**Brief Summary of Unit:**

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

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

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

<p><b>Unit 1 Title:</b> Learning for Life</p> <p><b>Lesson Title:</b> Progressing Toward Graduation <span style="float: right;"><b>Lesson:</b> 5 of 6</span></p> <p><b>Grade Level:</b> 11</p> <p><b>Length of Lesson:</b> 50 minutes</p> <p><b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> AD.4: Applying skills needed for educational achievement.</p> <p><b>Grade Level Expectation (GLE):</b> AD.4.B.11: Consistently utilize a self-management system and adjust to increased academic demands.</p> <p><b>American School Counselor Association National Standard (ASCA):</b> Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across a lifespan.</p>
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**Materials (include activity sheets and/ or supporting resources)**

<i>Personal Plans of Study</i> and credit checks
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics
	Social Studies

	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will review and evaluate his/her *Personal Plan of Study* and credit checks to ensure progression toward meeting graduation requirements and postsecondary goals.

**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 engage in a self-assessment of the alignment of graduation requirements, post-secondary goals with the courses they have completed and the grades they have earned to make sure they will graduate on time.

**Lesson Preparation**

**Essential Questions:**  
 What do I still need to do in high school to be successful and attain my goals after graduation?

**Engagement (Hook):** Have students write a short paragraph that, in general, states what they will be doing after graduation. Have volunteers share their information with the class. Ask those students who shared to explain how they will go about doing what they wrote about.

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
1. Ask volunteer students to describe how they plan to achieve graduation goals.	1. Students will read their paragraphs and describe how they plan to attain those goals.
2. Discuss the possible options students have after graduation. Four-year College/ University, Two-year College/Technical School, Work, and the Military. Ask students to indicate, if they have not already, which one of those areas they are planning on going into after graduation.	2. Students write down which of the four areas they will be going into after graduation and how that choice will help them attain the goals they identified in #1.
3. Class discussion over what has to be accomplished in high school in order for	3. Students give suggestions as to what they need to do in order to meet their

<p>their goals to be attained.</p> <p>4. Pass out student <i>Personal Plans of Study</i> and credit checks and go over the plans with the students.</p> <p>5. Have students list what they need to do in order to graduate and prepare themselves for their post-secondary goals.</p>	<p>post-secondary goals.</p> <p>4. Students will review information on their plans and adjust their plans according to what their post-secondary plans are.</p> <p>5. Students list what they still need to do to graduate and prepare for future education or training.</p>
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**Teacher Follow-Up Activities**

Teachers may choose to have their students write a short paper that will outline their goals and describe the steps needed to attain them.

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

## **Academic Development**

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

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

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

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

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

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

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

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

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

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

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

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

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

**Grade Level:** 9-12

**Number of Lessons in Unit:** 4 (one lesson each for 9, 10, 11, and 12)

**Time Required for each lesson:**

- 9<sup>th</sup> grade lesson will require 55 to 70 minutes
- 10<sup>th</sup> grade lesson will require 55 to 70 minutes
- 11<sup>th</sup> grade lesson will require 55 to 70 minutes
- 12<sup>th</sup> grade lesson will require 50 minutes per student

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

- 9<sup>th</sup> grade training will begin before the beginning of the freshmen year
- 10<sup>th</sup> grade during the first semester
- 11<sup>th</sup> grade any time during academic year
- 12<sup>th</sup> grade during the second semester

**Lesson Titles:**

9<sup>th</sup> Grade Lesson 1: Freshmen Mentor Program: Meeting My Mentor  
(This program uses trained upper grade students to mentor freshmen throughout the 9<sup>th</sup> grade academic year.)

Materials/Special Preparations Required:

Trained mentors (Training should take place before activity)

Paper, pen, flip charts, markers

*Interview Guidelines* and *How Well Do You Know Your School?*

10<sup>th</sup> Grade Lesson 2: Exploration of Post-Secondary Options

Materials/Special Preparations Required:

Computer access for each student and/or several copies of college guides

Alumni of your school

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

11<sup>th</sup> Grade Lesson 3: Get Set For College (Duplicate Lesson for CD8, Unit 5, Lesson 3 of 4)

Materials/Special Preparations Required:

*Get Set for College* Scavenger Hunt

Pencil/pen

*Get Set for College* ACT booklet

To obtain your free ACT booklets contact 1-319-337-1000 or download materials at

<http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf>.

12<sup>th</sup> Grade Lesson 4: 12<sup>th</sup> Grade Post-Secondary Checklist

Materials/Special Preparations Required

*Am I Ready...* Activity Sheet  
 A list of your high school's graduation requirements  
 Pencil/pen  
 Students' Personal Plans of Study

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

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

**Grade Level Expectations (GLEs):**

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

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

Academic Development

- A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.
- B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
- C. Students will understand the relationship of academics to the world of work and to life at home and in the community.

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> <li>1. Develop questions and ideas to initiate and refine research</li> <li>2. Conduct research to answer questions and evaluate information and ideas</li> <li>4. Use technological tools and other resources to locate, select and organize information</li> <li>5. Comprehend and evaluate written, visual and oral presentations and works</li> <li>6. Discover and evaluate patterns and relationships in information, ideas and structures</li> <li>7. Evaluate the accuracy of information and the reliability of its sources</li> <li>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</li> <li>9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies</li> <li>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</li> </ol>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> <li>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</li> </ol>

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

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

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

**Unit Essential Questions:**

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

**Unit Measurable Learning Objectives:**

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

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

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

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

**Unit Instructional Strategies/Instructional Activities:**

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

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

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

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

Counselor will meet individually with seniors during the second semester of their senior year.

Counselor and student will complete a post-secondary checklist. (See appendix.)

**Brief Summary of Unit:**

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

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

Students will need to have and understand their four year-plan and applicable vocabulary.

<b>Unit #1 Title:</b> Applying the Skills of Transitioning Between Educational Levels	
<b>Lesson Title:</b> Get Set For College (Duplicate Lesson for CD8, Unit 5 Lesson 3 of 4)	<b>Lesson:</b> 3 of 4
<b>Grade Level:</b> 11	
<b>Length of Lesson:</b> 55-70 minutes	
<b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> AD.5 Applying the Skills of Transitioning between Educational Levels CD.8: Knowing where and how to obtain information about the world of work and post-secondary training/education.	
<b>Grade Level Expectations (GLEs):</b> AD.5.A.11: Increase knowledge and refine skills in preparation for the senior year and post-secondary options. CD.8.B.11: Apply research skills to obtain information on training and education requirement for post-secondary requirements.	
<b>American School Counselor Association National Standard (ASCA):</b> Academic Development B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	

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

<p><i>Get Set for College Scavenger Hunt</i> activity sheet Pencil/pen <i>Get Set for College</i> ACT handout.” To obtain your free ACT <i>Get Set for College</i> handouts contact 1-319-337-1000 or download materials from <a href="http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf">http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf</a></p>
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**Show Me Standards: Performance Goals (check one or more that apply)**

X	<p>Goal 1: Gather, analyze and apply information and ideas 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 6. Discover and evaluate patterns and relationships in information, ideas and structures</p>
	<p>Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace</p>
	<p>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</p>

	5. Reason inductively from a set of specific facts and deductively from general premises
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.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	3. Reading and evaluating non-fiction works and materials. Participating in formal and informal presentations and discussion of issues and ideas. 6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will complete the <i>Get Set for College</i> scavenger hunt and discuss with classmates.
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**Lesson Formative Assessment (acceptable evidence):**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.</b></p> <p>Completion of ranking checklist for college characteristics, completion of college comparison worksheet, and completion of college expenses worksheet which was downloaded from <a href="http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf">http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf</a></p>
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**Lesson Preparation**

<p><b>Essential Questions:</b></p> <p>What do I want to do with my life? What do I need to know to choose post-secondary education?</p> <p><b>Engagement (Hook):</b></p> <p>Counselor asks students, “Who has been on a scavenger hunt before?” Ask one or two students to share an experience they have had with scavenger hunts.</p>
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**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<ol style="list-style-type: none"> <li>1. Counselor passes out <i>Get Set for College</i> brochures and Scavenger Hunt Activity to each student</li> <li>2. Groups will report answers for the whole class</li> <li>3. Students are instructed to identify their next step in college planning (e.g. college visit, college application).</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will work in pairs (or small groups) to complete the scavenger hunt.</li> <li>2. Groups report answers and the rest of the class participates in discussion.</li> <li>3. Students share their next step with class.</li> </ol>

**Teacher Follow-Up Activities**

Classroom teacher may assign college essay and/or resume.  
 Have students look up college of their choice on the web or computer college program, (US News & World Report or Choices).  
 Plan a campus visit to a local college.

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

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

### *Get Set for College* SCAVENGER HUNT

- A. Identify the 6 Steps to Simplify College Planning
  - 1.
  - 2.
  - 3.
  - 4.
  - 5.
  - 6.
- B. Find 3 typical reasons for attending college
  - 1.
  - 2.
  - 3.
- C. How many English Courses are recommended for SUCCESS in college?
- D. How many math units are recommended for SUCCESS in college?
- E. When is it important to take the ACT?
- F. When is it the best time to take the ACT?
- G. What are the last 3 ACT dates this school year?
- H. What are 3 characteristics that may be important to your college choices?
  - 1.
  - 2.
  - 3.
- I. Name 2 sources of information when looking at colleges?
  - 1.
  - 2.
- J. Name 3 things to consider when making a college visit?
  - 1.
  - 2.
  - 3.
- K. To how many colleges should you apply?
- L. What do you need from your counselor when you apply?
- M. Name 2 types of financial aid?
  - 1.
  - 2.

*Developed by Coyeatte Ewing, Glendale High School, Springfield, Missouri*

## **Academic Development**

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

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

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

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

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

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

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

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

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

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

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

**UNIT RESOURCES:**

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

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

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

**Grade Level:** 9-12

**Number of Lessons in Unit:** 6

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

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

**Lesson Titles:**

**Grade 9**

Lesson # 1: Graduation Requirements

Materials/Special Preparations Required:

School course description books or enrollment guides

High school graduation requirements

List of graduation requirements

Handout titled; *Graduation Requirements Review* activity sheet

Lesson # 2: Evaluating Transcripts

Materials/Special Preparations Required:

Copy of students' transcripts

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

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

**Grade 10**

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

Materials/Special Preparations Required:

Individual Students Portfolios, including Personal Plan of Study

High school course description books or enrollment guides

Lesson #4: Career Resources

Materials/Special Preparations Required:

Speakers or representatives from a Career Education Center

**Grade 11**

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

Materials/Special Preparations Required:

ACT Test Dates and ACT Information

ACT Prep Classes Information

Visitation Dates for Post-Secondary Options

Literature for Education/Training Options

Career Fair Dates

ASVAB Test Dates

PSAT Dates

Dual Enrollment Information

College Day Visitation Information

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

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

	<p>1. Explain reasoning and identify information used to support decisions</p> <p>4. Recognize and practice honesty and integrity in academic work and in the workplace</p> <p>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</p> <p>8. Explore, prepare for and seek educational and job opportunities</p>
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**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	<p>1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)</p> <p>6. Participating in formal and informal presentations and discussions of issues and ideas</p>
X Mathematics	<p>1. Addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations</p>
X Social Studies	<p>6. Relationships of the individual and groups to institutions and cultural traditions</p>
Science	
Health/Physical Education	
Fine Arts	

**Unit Essential Questions:**

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

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

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

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

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

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

**Brief Summary of Unit:**

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

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

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

<p><b>Unit #1 Title:</b> My Personal Plan of Study</p> <p><b>Lesson Title:</b> Evaluating and Revising the Personal Plan of Study      <b>Lesson:</b> 5 of 6</p> <p><b>Grade Level:</b> 11</p> <p><b>Length of Lesson:</b> 30-45 minutes</p> <p><b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> AD.6: Developing and Monitoring Personal Educational Plans</p> <p><b>Grade Level Expectation (GLE):</b> AD.6.A.11: Evaluate and revise Personal Plan of Study for life-long learning.</p> <p><b>American School Counselor Association National Standard (ASCA):</b> Academic Development B. Students will make decisions, set goals, and take necessary action to achieve goals.</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>ACT Test Dates and ACT Information          ACT Prep Class 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          Information on Credit Recovery</p>
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> <li>1. Develop questions and ideas to initiate and refine research</li> <li>2. Conduct research to answer questions and evaluate information and ideas</li> <li>6. Discover and evaluate patterns and relationships in information, ideas and structures</li> </ol>
	Goal 2: Communicate effectively within and beyond the classroom
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> <li>5. Reason inductively from a set of specific facts and deductively from general premises</li> <li>6. Examines problems and proposed solutions from multiple perspectives</li> </ol>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> <li>1. Explain reasoning and identify information used to support decisions</li> <li>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</li> </ol>

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

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	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	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will establish an individual calendar of important dates and activities related to his/her Personal Plan of Study.

**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.**  
The students will select events to attend that support their Personal Plan of Study.

**Lesson Preparation**

**Essential Questions:**  
How do you revise your **Personal Plan of Study** for life-long learning?

**Engagement (Hook):**  
Do you need to change your Personal Plan of Study? Show students their credit study sheets.

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
1. Present calendar with information on upcoming events for 11 <sup>th</sup> grade students.	1. Students will participate or sign up for upcoming events that are of personal interest.
2. Encourage students to gather information materials when they participate in events.	2. Students will review the materials and make note of information to remember.

<p>3. Explain credit reviews and Personal Plan of Study meetings and the value of meeting individually with the school counselor. Inform students that individual appointments are available for credit reviews and plan revisions.</p> <p>4. Counselor instructs students to include the dates of at least three important events in their planners.</p>	<p>3. Students will review the process for making appointments. They will schedule an appointment with counselor.</p> <p>4. Students record the dates of at least three important events in their planners.</p>
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**Teacher Follow-Up Activities**

The teacher will follow up and reinforce the information shared during the session.

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

## **Academic Development**

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

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

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

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

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

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

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

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

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

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

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

**UNIT RESOURCES:**

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

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

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

**Grade Level:** 9-12

**Number of Lessons in Unit:** 5

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

**Lesson Titles:**

**Grade 9**

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

Materials/Special Preparations Required:

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

Career interest inventory results

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

**Grade 10**

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

Materials/Special Preparations Required:

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

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

**Grade 11**

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

Materials/Special Preparations Required:

Paper and pencil.

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

Lesson 4: Get Set for College

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

"Get Set For College" brochure (available free of

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

**Grade 12**

Lesson 5: Post-Secondary Checklist

Materials/ Special Preparation Required:

Am I Ready? Checklist

Pen or pencil

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

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

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

**Grade Level Expectations (GLEs):**

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

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

Career Development

- A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decision.
- B. Students will employ strategies to achieve future career goals with success and satisfaction.
- C. Students will understand the relationship between training and the world of work.

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

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

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

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

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

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

**Unit Measurable Learning Objectives:**

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

**Unit Instructional Strategies/Instructional Activities:**

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

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

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

**Brief Summary of Unit:**

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

How to prepare a *Personal Plan of Study*.

High school graduation requirements.

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

<p><b>Unit #1 Title:</b> Lifelong Learning and Goal Setting</p> <p><b>Lesson Title:</b> Does My Career Fit me? (Venn Diagram) <span style="float: right;"><b>Lesson:</b> 3 of 5</span></p> <p><b>Grade Level:</b> 11</p> <p><b>Length of Lesson:</b> 55-70 minutes</p> <p><b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.</p> <p><b>Grade Level Expectation (GLE):</b> 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.</p> <p><b>American School Counselor Association (ASCA) National Standard:</b> Career Development Standard C. Students will understand the relationship between personal qualities, education, training, and the world of work.</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>Paper and pencil. Teacher will need an example Venn Diagram on paper or PowerPoint.</p>
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**Show Me Standards: Performance Goals (check one or more that apply)**

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>6. Discover and evaluate patterns and relationships in information, ideas and structures</p> <p>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>7. Use technological tools to exchange information and ideas</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>1. Identify problems and define their scope and elements</p> <p>5. Reason inductively from a set of specific facts and deductively from general premises</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions</p> <p>8. Explore, prepare for and seek educational and job opportunities</p>

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

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X	<p>Communication Arts</p> <p>6. Participating in formal and informal presentations and discussions of issues and ideas</p>

	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

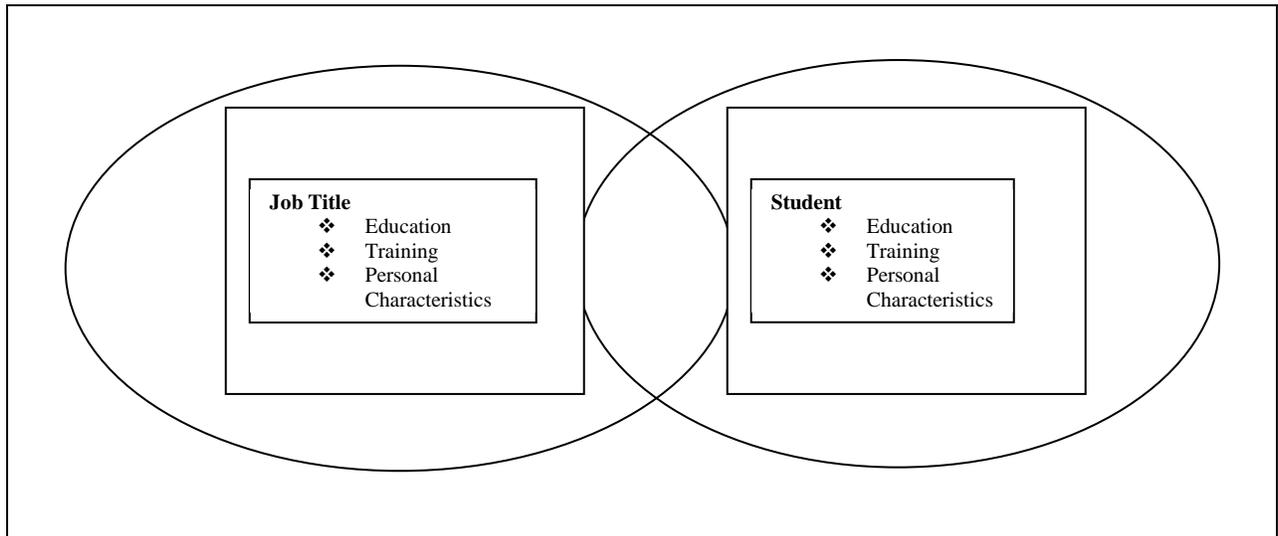
X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

**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 list education, training requirements, and a minimum of four personal characteristics for their current job of choice and for self. Students will list the education, training, and personal characteristics for jobs in the left-hand section; the education, training and their personal characteristics in the right-hand section; and the education, training and personal characteristics that appear in both in the center section of the Venn Diagram.



**Lesson Preparation**

**Essential Questions:**  
 Why is it important that individual characteristics fit with characteristics needed for life career goals?

**Engagement (Hook):**

Counselor example. How do my (counselor) educational goals, training goals, and personal characteristics compare with those of my career? Counselor will model development of Venn Diagram on whiteboard via personal example.

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<ol style="list-style-type: none"> <li>1. Instructor models own Venn diagram.</li> <li>2. Students are instructed to list education, training requirements and a minimum of 4 personal characteristics for current job-of-choice and for self in the left- and right-hand sections of the Venn diagram.</li> <li>3. Students are instructed to list, in the center section of the Venn diagram, all education, training, and personal characteristics that are the same for their current job-of-choice and for themselves.</li> <li>4. Closure: Encourage students to use the Venn diagram process as they continue their observations and explorations of the World of Work.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students observe as instructor models.</li> <li>2. Students list education, training requirements and a minimum of 4 personal characteristics for job of choice and self on Venn diagram.</li> <li>3. Students list all education, training, and personal characteristics that are the same in center of Venn diagram.</li> </ol>

**Teacher Follow-Up Activities**

Students may need to update *Personal Plans of Study*.

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

<b>Unit #4 Title:</b> Life Long Learning and Goal Setting	
<b>Lesson Title:</b> Get Set For College	<b>Lesson:</b> 4 of 5
<b>Grade Level:</b> 11	
<b>Length of Lesson:</b> 55-70 minutes	
<b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.	
<b>Grade Level Expectations (GLEs):</b> CD.8.B.11: Apply research skills to obtain information on training and education requirements for post-secondary choices. (DOK Level 4)	
<b>American School Counselor Association (ASCA) National Standard:</b> Career Development: C. Students will understand the relationship between training and the world of work.	

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

<p><b>College preparation materials such as ACT “Get Set For College” college planning booklet (available free of charge):</b> <a href="http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf">http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf</a> for each student. (Consider having students download a copy before lesson)</p> <p>(NOTE: The ACT “Get Set For College” brochure is used as an example because of its ready availability and thoroughness; however, its inclusion is not intended as an endorsement of the ACT. You are encouraged to explore other possibilities [or you may want to develop your own activity book])</p>
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**Show Me Standards: Performance Goals (check one or more that apply)**

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> <li>1. Develop questions and ideas to initiate and refine research</li> <li>2. Conduct research to answer questions and evaluate information and ideas</li> <li>4. Use technological tools and other resources to locate, select and organize information</li> </ol>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> <li>3. Exchange information, questions and ideas while recognizing the perspectives of others</li> <li>6. Apply communications techniques to the job search and to the workplace</li> <li>7. Use technological tools to exchange information and ideas</li> </ol>
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> <li>1. Identify problems and define their scope and elements</li> <li>2. Develop and apply strategies based o ways others have prevented or solved problems</li> </ol>

X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>3. Analyze the duties and responsibilities of individuals in societies</p> <p>6. Identify tasks that require a coordinated effort and work with others to complete those tasks</p> <p>8. Explore, prepare for and seek educational and job opportunities</p>
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**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X	<p>3. Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)</p> <p>6. Participating in formal and informal presentations and discussions of issues and ideas</p>
	Mathematics
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will list the six steps to simplify college planning.
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**Lesson Formative Assessment (acceptable evidence):**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLEs.</b></p> <p><b>Assessment can be question answer, performance activity, etc.</b></p> <p>Students will complete a ranking checklist for college characteristics, complete a college comparison worksheet, and complete a college expenses worksheet.</p>
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**Lesson Preparation**

<p><b>Essential Questions:</b></p> <p>What do I want to do with my life?</p> <p><b>Engagement (Hook):</b></p> <p>On a map of Missouri, ask students to locate colleges that are of interest to them.</p>
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**Procedures**

<p><b>Instructor Procedures/Instructional Strategies:</b></p> <p>Note: While this lesson may seem to exclude those who are not going to college – the strategies may</p>	<p><b>Student Involvement/Instructional Activities:</b></p>
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<p>be modified to include employment immediately after high school. Additionally, participating in the college planning process communicates the message that college is within everyone’s reach ... if they plan and act!</p> <ol style="list-style-type: none"> <li>1. Instructor passes out “Get Set for College” college planning booklets to each student.</li> <li>2. Students are guided through the six steps to simplify college planning:             <ol style="list-style-type: none"> <li>a. Know Yourself</li> <li>b. Consider College Characteristics</li> <li>c. List, Compare, Visit Colleges</li> <li>d. Apply for Admissions</li> <li>e. Develop a Plan to Pay for Your Education</li> <li>f. Review and Finalize Your Plans</li> </ol> </li> <li>3. Students are instructed to identify their NEXT step in college planning and to make a written plan.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will engage in reviewing “Get Set for College”</li> <li>2. Students work through each step.</li> <li>3. Students make a future plan.</li> </ol>
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**Teacher Follow-Up Activities**

Have students look up college of their choice in Peterson Guide or use a computer college program (e.g., US News & World Report or Choices) and complete college comparison chart in the “Get Set for College” college planning booklet.

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

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

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

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

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

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

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

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

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





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

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

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

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

**Grade Level:** 9-12

**Number of Lessons in Unit:** 4

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

**Lesson Titles:**

**Grade 9**

Lesson 1: Career Interest Inventory

Materials/Special Preparation Required:

Career Path/Career Cluster posters or handouts

A career interest inventory such as:

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

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

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

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

**Grade 10**

Lesson 2: Investigating Career Resources

Materials/Special Preparation Required:

Activity Sheet: Outlook for Jobs in the Future

Computer for each student or paper & pencil

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

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

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

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

Any other career resource

Career Path Mini Poster

**Grade 11**

Lesson 3: Job Shadowing

Materials/Special Preparation Required:

Job shadowing worksheets

Phone contact form

Teacher consent form

Description and checklist

Workplace tips

Thank you letter

Consent participant form

Orientation form

Questions form

Reflection form

Supervision form

List of local businesses and organizations (prepared by counselor)

Counselor Information Sheet for Job Shadowing

**Grade 12**

Lesson 4: What Do They Do?

Materials/Special Preparation Required:

None

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

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

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

**Grade Level Expectations (GLEs):**

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

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

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

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

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

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

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

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

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

Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

B: Students will employ strategies to achieve future career goals with success and satisfaction.

C: Students will understand the relationship between training and the world of work.

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

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

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

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

**Academic Content Area(s)**

**Specific Skill(s)**

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

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

**Unit Essential Questions:**

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

**Unit Measurable Learning Objectives:**

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

**Unit Instructional Strategies/Instructional Activities:**

Direct  
 Indirect  
 Experiential  
 Independent study  
 Interactive Instruction

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

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

**Brief Summary of Unit:**

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

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

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

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

<b>Unit #2 Title:</b> Navigating the World of Work	
<b>Lesson Title:</b> Job Shadowing	<b>Lesson:</b> 3 of 4
<b>Grade Level:</b> 11	
<b>Length of Lesson:</b> 55 to 70 minutes	
<b>Missouri Comprehensive Guidance and Counseling Big Ideas:</b>	
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.	
CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.	
<b>Grade Level Expectations (GLEs):</b>	
CD.7.B.11: Utilize a variety of resources to aid in career exploration and planning.	
CD.8.A.11: Synthesize information gathered from a variety of sources.	
<b>American School Counselor Association (ASCA) National Standard:</b>	
Career Development	
B. Students will employ strategies to achieve future career goals with success and satisfaction.	
C. Students will understand the relationship between training and the world of work.	

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

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

**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 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

	6. Apply communications techniques to the job search and to the workplace
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 4. Evaluate the processes used in recognizing and solving problems
X	Goal 4: Make decisions and act as responsible members of society 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 8. Explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and idea
Mathematics	
X Social Studies	6. Relationship of individual and groups and institutions of cultural traditions.
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will complete a job shadowing experience.

**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 forms necessary to participate in job shadowing, complete a job shadowing experience and develop a reflection/projection narrative about the implications of job-shadowing experience for the future.

**Lesson Preparation**

**Essential Questions:**  
How does a job shadowing experience affect a person’s job choice?

**Engagement (Hook):**

Use media (i.e. music, movie clips, etc.) to facilitate discussion on job shadowing experiences.

**Procedures**

<b>Instructor Procedures/Instructional Strategy:</b>	<b>Student Involvement/Instructional Activity:</b>
<p>Note: This strategy is labor-intensive for counselors. The materials that accompany this lesson will help you organize for the adventure.</p> <ol style="list-style-type: none"> <li>1. Counselor uses media and/or other sources to engage students in a discussion about job shadowing.</li> <li>2. The counselor asks students to think about their own interests related to jobs. Students are asked if they would like to know more about certain jobs.</li> <li>3. The counselor discusses future plans for job shadowing. Job shadowing packets are distributed to the students and time is allowed for completion of forms</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will learn what it means to job shadow.</li> <li>2. Students respond to the counselor's questions.</li> <li>3. Students will complete necessary forms and start search for job shadowing placement.</li> </ol>

**Teacher Follow-Up Activities**

Teacher could ask students to share some of their experiences during job shadowing. Student could also write a paper on job shadowing experiences.

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

## **Counselor Information Sheet for Job Shadowing**

### **Goal:**

The goal is to have the student experience the world of work through job shadowing.

### **Role:**

The role of the student during job shadowing will be to observe an employee for a short period of time to learn about the business, industry, or profession of the employee. The student witnesses firsthand the work environment, employability and occupational skills in practice, the value of professional training, and potential career options.

### **Students will:**

1. Review the Job Shadowing Choices Checklist
2. Contact the host to set up a time and date for the job shadowing by using the Job Shadowing Choices Checklist
3. Receive and have completed:
  - a. Parental Consent to Participate Form
  - b. Transportation Form
  - c. Classroom Teacher Permission Form
4. Review Workplace Tips
5. Arrive on time
6. Dress appropriately

Students will report to (pre-determined) workplaces for a learning opportunity, to experience “real life” work in a career field.

During the job shadowing experience, the student observes his/her host, collects relevant information and asks questions (e.g. “What do you like about your job? What kind of skills or training do I need?”)

### **Standards and Criteria for Success:**

As a result of the job shadowing experience, the student will be expected to complete some of the following activities:

1. Write a thank you letter (REQUIRED)
2. Complete the Job Shadowing Reflection Form
3. Keep a journal describing the site, the people, the work, and the environment
4. Submit a written report on the job shadowing experience.
5. Make an oral classroom presentation or poster presentation on careers represented at the job-shadowing site.
6. Ask workplace employer/supervisor to complete a job shadowing feedback sheet regarding the student participant.

**Job Shadowing Choices Checklist**

Future Job Interests

Local Businesses

Telephone Numbers

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

1. Contact your first choice for your job shadowing experience. Introduce yourself and state briefly the purpose of your job-shadowing visit. If they agree to the visit, ask them what date and times would be convenient for them. Write them down and restate the date and time to make sure you have the information correct. If you are not familiar with the place ask where you should meet them.
2. Thank them for their time and express that you are anxious to meet with them.

Business and person you will spend time with \_\_\_\_\_

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

Times: \_\_\_\_\_

3. Be sure all necessary consent forms are completed:
  - a. Parent/Guardian Consent Form
  - b. Classroom Teacher Permission Form
  - c. Transportation Consent/Agreement
4. Review the Workplace Tips Sheet
4. Go on your job shadow
  - a. Use List of Prepared Questions
  - b. Leave the Job Shadowing Supervisor Reflection Form at the business and ask for its completion and return.
6. Write a thank you note to business (sample letter attached)
7. Fill out the Job Shadowing Reflection Form

## **Job Shadowing Parent/Guardian Consent Form**

**Your son/daughter has expressed an interest in participating in a job shadowing experience. He/she will be assigned to a professional/employee who will lead them through their department. They will discuss a typical workday and explore different aspects of working in their field of choice.**

### PERMISSION TO PARTICIPATE IN JOB SHADOWING:

My child, \_\_\_\_\_, may participate in Job Shadowing.

This Job Shadowing will take place at: \_\_\_\_\_

on \_\_\_\_\_.

I grant permission to photograph my child for identification, promotional and educational purposes. Should it be necessary for my child to have medical treatment while participating in the job shadowing program, I hereby give my permission to the personnel to render whatever medical treatment he or she deems necessary and appropriate. Permission is also granted to release necessary emergency/medical history to the attending physician, if needed.

Student's Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Does your child require any special accommodations due to medical limitations, disability, dietary constraints or other restrictions?

\_\_\_\_\_ YES          \_\_\_\_\_ NO

If "yes" please explain:

Have you signed a transportation agreement form? \_\_\_\_\_ YES          \_\_\_\_\_ NO

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

**Job Shadowing Classroom Teacher Permission Form**

**The Job Shadowing Program is an opportunity for students to spend a day, or part of a day, on the job with a person or professional who works in an occupation in which s/he is interested. This experience is an important step toward career planning and graduation. The student will be responsible for all schoolwork missed during this experience. Thank you for your cooperation.**

Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Job Shadow Experience

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

Place: \_\_\_\_\_

Signatures of teachers from classes you will miss when Job Shadowing

Period/Block 1 \_\_\_\_\_

Period/Block 2 \_\_\_\_\_

Period/Block 3 \_\_\_\_\_

Period/Block 4 \_\_\_\_\_

Period/Block 5 \_\_\_\_\_

Period/Block 6 \_\_\_\_\_

Period/Block 7 \_\_\_\_\_

Block 8 \_\_\_\_\_

\_\_\_\_\_  
Counselor/Coordinator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

Office given notice of absence? \_\_\_\_\_ YES \_\_\_\_\_ NO Date: \_\_\_\_\_

**Job Shadow Transportation Agreement**

I give permission for my child, \_\_\_\_\_,  
to drive a vehicle to \_\_\_\_\_  
*(Job Shadow Location)*  
on \_\_\_\_\_ for the purpose of Job Shadowing.  
*(Job Shadow Date)*

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\* \* \* \* \*  
I give permission for my child, \_\_\_\_\_,  
to ride in a vehicle driven by \_\_\_\_\_  
*(Person Driving)*  
to \_\_\_\_\_  
*(Job Shadow Location)*  
on \_\_\_\_\_ for the purpose of Job Shadowing.  
*(Job Shadow Date)*

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

If you have any questions or concerns, please contact:

(List names of guidance personnel involved in job shadowing, phone number and each extension.)

## **Workplace Tips**

There are two general categories of factors that contribute to an employee's success at the workplace. First, employees must master a set of specific technical skills and experiences. Second, all occupations require general skills such as problem solving, communications and interpersonal abilities. During your job shadowing experience you will be introduced to employees using both technical and general skills. When you are at the workplace, think about these tips and what it takes to be a top employee.

Be honest.

Have a positive attitude. Be friendly, courteous, polite and cooperative with co-workers and clients.

Always be reliable and prompt. Customers and other workers are depending on you.

Notify the appropriate supervisor when you are going to be late or absent.

If you do not understand something, ask questions or ask for help. It is better to admit you are learning than to make a costly mistake.

Respond positively to constructive criticism.

Take responsibility for your actions.

Give your best effort at all times. If you have completed all your regular and assigned tasks, show initiative and seek additional work.

Challenge yourself to be a continuous, life-long learner.

Always be open to change.

### **Prepared List of Questions for Job Shadowing Experience**

- How long have you worked here?
- What are your responsibilities?
  
- What basic skills and knowledge does he or she use?
  - Reading
  - Listening
  - Applying mathematics
  - Listening
  - Speaking
- What technical skills are necessary to perform this job well, and how are they used?
  - Using computers
  - Operating office machines
  - Repairing equipment
- Which of the following problem-solving skills are needed, and how are they applied?
  - Organizing and planning
  - Interpreting and communicating information
  - Thinking creatively
  - Making decisions
  - Analyzing problems
- What interpersonal (or “people”) skills are needed, and how are they used?
  - Serving customers
  - Participating as a team member
  - Teaching
  - Leading
  - Resolving conflict
  - Working with cultural diversity
- What type of schooling is required for this job?
- What new skills have been learned since then?
- How might this job change in the next five years? The next ten?

- How many days a week do you work?
- How many hours a day do you work?
- What is the average income for this type of job?
- Does this job provide a steady income?
- What are some advantages of this job?
- What are some disadvantages of this job?
- Why did you choose this type of work?
- Do you enjoy your work?
- What was the hardest thing to learn about the job?
- What do you especially like about the job?

## **Writing A Thank You Letter**

Thank you letters are an important business courtesy. When you tell people how much you appreciate good things they have done, you reward them for their efforts and make a good impression about yourself.

It is important to thank your workplace host for the time and effort that has been given to help you in career exploration. The following is a model for a thank you letter.

Date (Month, Day, Year)

Your Workplace Host's Name  
Your Workplace Host's Department  
Street Address  
City, State, Zip

Dear (Mr., Ms. Or Mrs. Workplace Host's Last Name)

Paragraph 1: Thank your workplace host for his or her time and helpfulness.

Paragraph 2: Tell him or her why the experience was important to you. Share some of the things you learned through job shadowing.

Sincerely,  
Sign Your Name

Print your name below your signature

**Job Shadowing Reflection Form**

Name \_\_\_\_\_

Describe the department you visited.

What type of work activities did you observe during your job shadowing experience?

What did you like best about your job shadowing experience?

What did you like least about your job shadowing experience?

What surprised you the most about what you observed, heard, did and/or learned?

If you wanted to work in the department you visited, what might you do to prepare in the next five years, both in high school and afterwards?

Would you consider a career in this field? Why or Why not?

**Job Shadow Supervisor Reflection**

Name of Career/Occupation \_\_\_\_\_

Company/Business/Industry You Represent \_\_\_\_\_

Name of Participating Student \_\_\_\_\_

Was the student properly prepared for the visit?     Yes     No

Was the student's behavior appropriate?     Yes     No

How did you feel about the experience? Did you see any benefit to yourself or the student?

Would you be willing to have another student Job Shadow your career?

Yes     No

Additional comments?

Signature of Job Shadow Supervisor \_\_\_\_\_

Please return to:  
Counselor and/or Coordinator's Name  
Name of High School  
Address of High School  
City, State & zip code

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

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

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

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

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

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

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

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

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

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

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

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

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.					
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>				
	<input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input type="checkbox"/> Interactive Instruction				
1 2 3 4	<b>See:</b> Lesson 1 Grade 9 Career Interest Inventory Lesson 2 Grade 10 Investigating Career Resources Lesson 3 Job Shadowing Lesson 4 What Do They Do?				
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>				
1 2 3 4	<b>See:</b> Lesson 1 Grade 9 Career Interest Inventory Lesson 2 Grade 10 Investigating Career Resources Lesson 3 Job Shadowing Lesson 4 What Do They Do?				
	<u><b>Direct:</b></u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<u><b>Indirect:</b></u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input checked="" type="checkbox"/> Inquiry (Ls. 3) <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u><b>Experiential:</b></u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input checked="" type="checkbox"/> Field Observations (Ls. 3) <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input checked="" type="checkbox"/> Surveys (Ls. 1)	<u><b>Independent Study</b></u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input checked="" type="checkbox"/> Reports (Ls. 4) <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input checked="" type="checkbox"/> Research Projects (Ls. 3) <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u><b>Interactive Instruction</b></u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 1) <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input checked="" type="checkbox"/> Interviewing (Ls. 4)

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

**Unit 3 Title:** Respecting All Work

**Grade Level:** 9-12

**Number of Lessons in Unit:** 4

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

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

**Lesson Titles:**

**Grade 9**

Lesson #1: How I Relate to Others

Materials/Special Preparations Required:

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

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

**Grade 10**

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

Materials/Special Preparations Required:

Computers

*Guidelines for completing the Biography activity*

Materials to make timelines.

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

**Grade 11**

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

Materials/Special Preparations Required:

Individual list of school and community activities.

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

**Grade 12**

Lesson #4: Who Does What?

Materials/Special Preparations Required

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

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

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

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

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

**Grade Level Expectations (GLEs):**

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

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

Career Development

- A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- B: Students will employ strategies to achieve future career goals with success and satisfaction.
- C: Students will understand the relationship between training and the world of work.

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

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

	<p>3. Analyze the duties and responsibilities of individuals in societies</p> <p>6. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</p> <p>8. Explore, prepare for and seek educational and job opportunities</p>
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**This lesson supports the development of skills in the following academic content areas.**

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

**Unit Essential Questions:**

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

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

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

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

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

**Brief Summary of Unit:**

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

**Unit Goals and Objectives:**

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

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

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

Concept of the manner in which they relate to others

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

An understanding of the term "global society"

Computer skills for research and composition of presentation.

<p><b>Unit #3 Title:</b> Respect for All Work</p> <p><b>Lesson Title:</b> Peer Review of My School and Community Activities      <b>Lesson:</b> 3 of 4</p> <p><b>Grade Level:</b> 11</p> <p><b>Length of Lesson:</b> 55-70 minutes</p> <p><b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.</p> <p><b>Grade Level Expectation (GLE):</b> CD.7.C.11: Identify the value of personal contributions to the world of work as a result of one’s career choices.</p> <p><b>American School Counselor Association (ASCA) National Standard:</b> Career Development C. Students will understand the relationship between training and the world of work.</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>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.)</p>
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**Show Me Standards: Performance Goals (check one or more that apply)**

X	<p>Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others</p>
X	<p>Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems</p>
X	<p>Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 6. Identify tasks that require a coordinated effort and work with others to complete those tasks</p>

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

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

	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

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

**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 a list of community and school activities.

**Lesson Preparation**

**Essential Question:**  
 How can an individual make a difference?  
 How can a person contribute to the well-being and betterment of the local and global society?  
**Engagement (Hook):**  
 Show video on volunteerism (Community service agencies such as United Way, the Red Cross, Salvation Army, American Cancer Society are sources of information regarding volunteerism.)

**Procedures**

<p><b>Instructor Procedures/Instructional Strategies:</b></p> <ol style="list-style-type: none"> <li>Counselor will ask students to write a list of their community and school <b>activities</b> (beyond “membership” in organizations) from the 9<sup>th</sup> grade until now.</li> </ol> <p>(Note: emphasis is on the “act” in ACTivities. Activities do not have to be limited to “organized activities” (e.g., car washes and bake sales); they can also include individual efforts. The concept of social responsibility is embedded in this strategy.</p> <ol style="list-style-type: none"> <li>When students have completed their lists of activities, they will write a statement of the</li> </ol>	<p><b>Student Involvement/Instructional Activities:</b></p> <ol style="list-style-type: none"> <li>Students write a list of their community and school activities.</li> <li>Students will write a statement of the basic concept of their life long goals</li> </ol>
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<p>basic concept of their life long goals/ life mission.</p> <p>3. When students have completed their lists of activities and their life-long goal, arrange for students to work with a partner to review each other's lists. Taking turns, students will review his or her partner's list of activities and goals and give feedback regarding how the activities relate to the partner's life goals.</p> <p>4. Counselor asks each pair to report findings.</p>	<p>(life mission).</p> <p>3. Peer partner listens to feedback and recommends/suggests changes in his or her partner's activities. The other student receives the feedback and determines the changes that need to be made.</p> <p>4. Each pair reports findings.</p>
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**Teacher Follow-Up Activities**

Students write a one page paper on how volunteer activities relate to life long goals.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Course Code: Career Development

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

**Unit 1 Title:** Getting a Job

**Grade Level:** 9-12

**Number of Lessons in Unit:** 5

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

**Lesson Titles:**

**Grade 9**

Lesson #1: Career Portfolio

Material/Special Preparations Required:

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

**Grade 10**

Lesson #2: Personal Code of Ethics

Material/Special Preparations Required:

*Code of Ethics* worksheets

*Personal Code of Ethics* Activity Sheet

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

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

Lesson #3: Completing Applications

Material/Special Preparations Required:

An example of a poorly completed application

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

**Grade 11**

Lesson #4: The Resume

Material/Special Preparations Required:

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

*Resume* worksheet

**Grade 12**

Lesson #5: The Ultimate Senior Career Project

Material/Special Preparations Required:

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

Classroom equipped with technology\*

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

*Sample Creative Media Presentation Expectations*

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

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

**Grade Level Expectations (GLEs):**

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

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

Career Development

- B. Students will employ strategies to achieve future career goals with success and satisfaction.
- C. Students will understand the relationship between training and the world of work.

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> <li>1. Develop questions and ideas to initiate and refine research</li> <li>2. Conduct research to answer questions and evaluate information and ideas</li> <li>4. Use technological tools and other resources to locate, select and organize information</li> <li>5. Comprehend and evaluate written, visual and oral presentations and works</li> <li>6. Discover and evaluate patterns and relationships in information, ideas and structures</li> <li>7. Evaluate the accuracy of information and the reliability of its source</li> <li>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</li> </ol>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> <li>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</li> <li>2. Review and revise communications to improve accuracy and clarity</li> <li>7. Use technological tools to exchange information and ideas</li> </ol>
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> <li>1. Develop and apply strategies based on one’s own experience in preventing or</li> </ol>

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

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

**Academic Content Area(s)**

**Specific Skill(s)**

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

**Unit Essential Questions:**

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

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

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

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

<p><b>Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.</b></p> <p>The summative assessment for all units in the high school career development strand is <b>The Ultimate Experience for Seniors</b>. Students will create a media presentation chronicling their present career journey and showcasing their presentation to ninth grade students.</p>
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<p><b>Brief Summary of Unit:</b></p> <p>This unit addresses the concept of being a valued employee or employer – acting ethically and responsibly in any work environment. This unit will provide students with information and skills to resolve ethical issues in school and work situations as well as the skills actively seek and obtain employment.</p> <p><b>Unit Goals and Objectives:</b></p> <p>Students will apply personal, ethical and work habit skills, which contribute to job success and utilize appropriate job-seeking skills to obtain employment.</p> <p><b>Student Prior Knowledge: What prior knowledge do students need) e.g. the steps to solving a problem) to be successful in this unit?</b></p> <p>Ability to use computers for research, to develop portfolios and resumes and to compose presentations.</p>
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<p><b>Unit 1 Title:</b> Getting a Job</p> <p><b>Lesson Title:</b> The Resume <span style="float: right;"><b>Lesson:</b> 4 of 5</span></p> <p><b>Grade Level:</b> 11</p> <p><b>Length of Lesson:</b> 55-70 minutes</p> <p><b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> CD.9: Applying Skills for College and Career Readiness and Success</p> <p><b>Grade Level Expectations (GLEs):</b> CD.9.A.11: Demonstrate the steps which can be used to resolve ethical issues related to school or work situations. CD.9.B.11: Refine and utilize a portfolio which may be used for a variety of post-secondary opportunities.</p> <p><b>American School Counselor Association (ASCA) National Standard:</b> Career Development B. Students will employ strategies to achieve future career goals with success and satisfaction.</p>
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**Materials (include activity sheets and/ or supporting resources)**

Samples of resumes (strive to obtain actual resumes that are acceptable and nonacceptable to use as examples). Names omitted  
*Resume* worksheet

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

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts
	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
	Mathematics
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

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

**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 complete resumes.

**Lesson Preparation**

**Essential Questions:**

How do people share their strengths and skills with others?

**Engagement (Hook):**

Enter class with a folder full of resumes. Start sorting the resumes into two categories in front of the students, ones that an employer would consider and those that would be thrown away.

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<ol style="list-style-type: none"> <li>1. Ask students: “What makes the difference between a resume that is considered and one that is thrown away? We’re going to explore ways to develop resumes that attract a potential employer to the paper you.” Counselor hands out sample resumes.</li> <li>2. Have students get into groups of 3 or 4. Tell them to review the sample resumes as if they were employers and group the resumes into ones that would be considered and ones that would be rejected. When they have grouped the resumes, ask them to review each group and identify positive and negative characteristics.</li> <li>3. Instruct students to utilize the positive characteristics of good resumes to develop a checklist for their own resumes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students contribute ideas about criteria for ratings.</li> <li>2. Students will review the sample resumes, group them into ones that would be considered and ones that would be rejected and develop a group list of positive and negative characteristics.</li> <li>3. Students, in groups, will make a checklist of positive resume characteristics.</li> </ol>

4. Instruct students to list activities they might include in a resume.	4. Students list activities.
5. Instruct students to complete the <i>Resume</i> worksheet using the list of activities.	5. Complete <i>Resume</i> worksheet.
6. Instruct students to develop a resume.	6. Students develop a resume.
7. Students assess resumes with a partner.	7. Partners review and make suggestions for revision about their resumes.
8. Instruct students to review and reflect on partner's comments, and review and refine their resumes as appropriate.	8. Students revise/refine resumes as needed after rethinking, based on partner's comments.

**Teacher Follow-Up Activities**

Have students type their resumes.  
Teacher could arrange mock interviews with employers and have the students present their resumes to them.

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

# Resume Worksheet

Name \_\_\_\_\_  
Address \_\_\_\_\_  
Telephone \_\_\_\_\_  
E-mail Address \_\_\_\_\_

## Education, Certificates, Licenses, Awards

High School \_\_\_\_\_  
Address \_\_\_\_\_  
Date of Graduation \_\_\_\_\_

Other Education or Training Programs \_\_\_\_\_

Certificates \_\_\_\_\_  
Licenses \_\_\_\_\_  
Awards \_\_\_\_\_

## Employment History

Last Place of Employment \_\_\_\_\_  
Address \_\_\_\_\_  
Dates of Employment \_\_\_\_\_

Other Places of Employment \_\_\_\_\_  
Address \_\_\_\_\_  
Dates of Employment \_\_\_\_\_

Hobbies/Activities \_\_\_\_\_

## References

First Reference Name \_\_\_\_\_  
Address \_\_\_\_\_  
Telephone \_\_\_\_\_  
E-mail \_\_\_\_\_

Next Reference Name \_\_\_\_\_  
Address \_\_\_\_\_  
Telephone \_\_\_\_\_  
E-mail \_\_\_\_\_

Name of Interviewer \_\_\_\_\_

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

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

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

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

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

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

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

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

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

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

<p>to develop a school policy for an ethical school culture.</p>		<p>CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12</p>		<p>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</p>		<p>DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 4 DOK Level – 4</p>
<p>4. The student will apply knowledge of self to development information to be used for post-secondary applications.</p>		<p>CD.9.A.09 CD.9.B.09 CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12</p>		<p>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</p>	<p>C D B CD C</p>	<p>DOK Level – 3 DOK Level – 4 DOK Level – 4</p>
<p>5. The student will integrate career knowledge and self-knowledge into a resume.</p>		<p>CD.9.A.09 CD.9.B.09 CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12</p>		<p>W.11-12.4 W.11-12.5 W.11-12.6 SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6</p>	<p>C D B CD C</p>	<p>DOK Level – 3 DOK Level – 4 DOK Level – 4</p>
<p>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.</p>		<p>CD.9.A.09 CD.9.B.09 CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12</p>		<p>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</p>	<p>C D B CD C</p>	<p>DOK Level – 3 DOK Level – 4 DOK Level – 4</p>
<p><b>ASSESSMENT DESCRIPTIONS*:</b></p>						

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

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

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