

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:

9th Grade Lesson # 1: Juggling New Opportunities

Materials/Special Preparations Required:

Tennis Balls for Juggling or Three Stacks of Paper Stacks

Fan

Self-Concept Checklist

Improving Your Self-Concept worksheet

School Club/Organization List – School generated

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

Chart paper sticky notes

10th Grade Lesson # 2: Positive Self Talk

Materials/Special Preparations Required:

Mirror

Looking at Me in my Family, School and Community worksheet

11th Grade: Lesson # 3: Assessing Self-Concept

Materials/Special Preparations Required:

Scale

Weights

My Self Concept Report Card

12th Grade: Lesson #4: My Action Plan

Materials/Special Preparations Required:

Action Plan For Maintaining Who I Am

Missouri Comprehensive Guidance and Counseling Big Idea:

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

Grade Level Expectations (GLEs):

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

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

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

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

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

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

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

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

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

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

Unit Essential Questions:

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

Unit Measurable Learning Objectives:

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

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

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

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

Unit Instructional Strategies/Instructional Activities:

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

Unit Summative Assessment (acceptable evidence):

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

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

Brief Summary of Unit:

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

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

Knowledge of their individual roles for family, school, work and community

Skills to maintain and improve their self-concept

Recognition of personal ways for the individual to contribute as a member of their community

Unit #1 Title: Who Am I and How Do I Fit Into the World	
Lesson Title: My Action Plan	Lesson: 4 of 4
Grade Level: 12	
Length of Lesson: 1 to 2 class periods	
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.12:	Utilize the skills necessary to exhibit and maintain a life-long positive self-concept.
PS.1.B.12:	Exhibit the ability to balance personal, family, school, community, and work roles.
PS.1.C.12:	Exhibit the personal characteristics of a contributing member of a diverse community.
American School Counselor Association (ASCA) National Standard:	
Personal Social Development	
A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.	
B. Students will make decisions set goals and take necessary action to achieve goals.	

Materials (include activity sheets and/ or supporting resources)

"Action Plan For Maintaining Who I Am" worksheets

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	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify at least four ways of maintaining his/her a positive self-concept and write how they would use each.

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 action plan for improving and/or maintaining his/her self-concept.

Lesson Preparation

Essential Questions:

- Why do we need a positive self-concept?
- How do people balance their world?
- How do people make the world a better place?

Engagement (Hook):

Ask students (12th) how many have any personal possessions like a car, computer, ipod, etc. After assessing how many have possessions like this, discuss what types of things have to be done to them in order to keep them running in top shape.

It may be easier to keep the focus on a car at this point.

Discuss with the students that in order to keep their car or other possessions running in top shape, they have to be maintained.

Ask students what happens to their car when they do not keep it maintained.

Transition into the maintenance of their personal self-concept. Their self-concept is something that needs to be maintained. If it is not maintained, they can expect similar issues to those of not keeping their personal possessions maintained.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Pass out to each senior their <i>Action Plan for Maintaining Who I Am</i> assessment worksheet. Explain to the students that this Action Plan is something that will help them keep their self-concept maintained and in good working order. 2. Set a due date for collection of the Action Plan. Inform students that this Action Plan will be placed in their Personal Guidance folder or Permanent Record. 3. Have an example of an <i>Action Plan</i> to display so that students can see how a plan is developed. 	<ol style="list-style-type: none"> 1. Students will work on completion of their personal Action Plan. 2. Students should write down the due date on their Action Plan. 3. Students view sample Action Plans in order to have a better understanding of what theirs should look like.

Teacher Follow-Up Activities

Teachers may choose to allow in class time for students to work on Action Plans. Teachers may want to remind their students as to the due date of the Action Plans. Teachers may also want to tie in an activity, project, or other homework in relation to the Action Plan.

Counselor reflection notes (completed after the lesson)

Summative Assessment

Action Plan for Maintaining Who I Am

Name: _____

Date: _____

Due Date: _____

Action Plan for Maintaining Who I Am

Create a personal action plan to maintain your positive self-concept, contribute to your community, and balance your roles.

Below are strategies for maintaining/improving your self-concept. Please place a checkmark on the ones you will use as you go through life.

_____ **Journaling**

I can use a journal to help sort out my feelings, my responsibilities to various roles, to write down personal statements about who I am.

I have a journal: _____ Yes _____ No

If I don't have a personal journal, here is my plan to start and continue to use one:

_____ **Positive Self-Talk**

I will continue my awareness of self-talk. I will not put myself down; rather I will raise myself up with positive self-talk. List some positive self-talk statements I can use:

1. _____

2. _____

3. _____

_____ **Exercise**

Exercise can relieve stress, allow for time to think positively about myself and help to improve my physical and mental health.

I will exercise 3 times a week. Below are some activities that I will include in my exercise program:

_____ walking _____ jogging _____ swimming

_____ bike riding _____ weight lifting _____ aerobics

_____ dancing _____ martial arts _____ yoga

_____ competitive athletics

Other: _____

Other: _____

_____ **Activities/Enjoyment**

I will try to put aside some time everyday from my other role responsibilities to take time for myself. This time will be spent doing something I enjoy (hobby, interest, activity)

Below are some activities that I could do:

_____ take a walk _____ listen to music _____ attend church functions

_____ play a sport _____ make crafts/art _____ workout

_____ volunteer _____ mediate _____ write in a journal

_____ video games _____ play an instrument

Other: _____

Other: _____

_____ **Assist Your Community**

Becoming an active member in the community can help maintain/improve your self-concept as well as help others. Below is my plan for community involvement.

_____ **Balancing My Roles and Responsibilities**

I am aware of my different roles in family, school, community and work and know how to balance the responsibilities of each. Below are my responsibilities to each area:

Family _____

School _____

Community _____

Work _____

Discuss how these roles and responsibilities might change after you graduate.

List and explain four ways of maintaining your positive self-concept.

1.

2.

4.

5.

COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

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

		<p>school community.</p> <p>PS. 1.A.10: Implement skills necessary to exhibit and maintain a positive self-concept.</p> <p>PS.1.B.10: Prioritize roles and responsibilities and implement strategies to balance family, school, work, and local communities.</p> <p>PS.1.C.10: Identify and participate in activities that help the individual student become a contributing member of the global community.</p> <p>PS.1.A.11: Practice and modify the</p>				<p>Level 3</p> <p>Level 3</p> <p>Level 3</p> <p>Level 3</p>
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		<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
ASSESSMENT DESCRIPTIONS*: Students will gain insight into their self-concepts by completing surveys and worksheets in order to complete an “Action Plan for Maintaining Who I Am” worksheet.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<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 th Grade Lesson 1 Juggling New Opportunities 10 th Grade Lesson 2 Positive Self Talk 11 th Grade Lesson 3 Assessing Self-Concept 12 th Grade Lesson 4 My Action Plan					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2 3 4	See Lessons: 9 th Grade Lesson 1 Juggling New Opportunities 10 th Grade Lesson 2 Positive Self Talk 11 th Grade Lesson 3 Assessing Self-Concept 12 th 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>UNIT RESOURCES: (include internet addresses for linking)</p> <p>Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/</p> <p>ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</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 9th-11th)

Time Required for each lesson: 30-45 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

9th Grade: Lesson # 1 - The Clique

Materials/Special Preparations Required

Pens

Pencils

The Clique student handout

9th 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)

10th Grade: Lesson # 3 - Listening Exercise

Materials/Special Preparations Required

Pens

Pencils

Listening Stems activity sheet for each pair of students

10th 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 (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

11th 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

11th Grade: Lesson # 6 - Diversity Day

Materials/Special Preparations Required

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

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

Performance Areas with chairs and adequate space

Signs for each location

A/V equipment as needed

Publicity

Thank-you notes

12th Grade: Lesson # 7 - Managing Conflicts

Materials/Special Preparations Required

Managing Conflicts worksheet

Alternative for Solving Conflicts handout

Pens

Pencils

Missouri Comprehensive Guidance and Counseling Big Idea:

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

Grade Level Expectations (GLEs):

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

American School Counselor Association (ASCA) National Standard:

Personal Social Development

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

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

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

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

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"> 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

Unit Essential Questions:

Why is it important to embrace diversity?

Unit Measurable Learning Objectives:

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

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

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

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

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

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

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

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

Unit Instructional Strategies/Instructional Activities:

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

Unit Summative Assessment (acceptable evidence):

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

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

Brief Summary of Unit:

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

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

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

<p>Unit #1 Title: Interacting With Others In Ways That Respect Individual and Group Differences</p> <p>Lesson Title: Managing Conflicts Lesson 7 of 7</p> <p>Grade Level: 12</p> <p>Length of Lesson: 30 - 45 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.2: Interacting with others in ways that respect individual and group differences.</p> <p>Grade Level Expectations (GLEs): PS.2.A.12: Exhibit the interpersonal skills to maintain quality relationships PS.2.C.12: Utilize and accept personal responsibility in relationships with others</p> <p>American School Counselor Association (ASCA) National Standard: Personal Social Development</p> <ul style="list-style-type: none"> 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.

Materials (include activity sheets and/ or supporting resources)

<p>Pens Pencils <i>Managing Conflicts</i> worksheet <i>Alternative for Solving Conflicts</i> handout</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> <ul style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine research 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ul style="list-style-type: none"> 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	<p>Goal 3: Recognize and solve problems</p> <ul style="list-style-type: none"> 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 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
X	Health/Physical Education	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		Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

<p>The student will complete the following reflection regarding the discussion about student relationships and conflicts: What did I learn about myself during this activity?</p> <p>Which of the 6 alternatives for solving conflicts would I like to try more often?</p>

Lesson Formative Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Student Self-Assessment: Students will review their responses to questions on handouts provided.</p>

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):

Everyone gets into conflicts, whether they are with a parent, teacher, friend, or stranger. Conflicts can be over anything, big or small. Conflicts can have positive outcomes. Think of a time a conflict turned out well and a problem was solved, or a situation managed, or there was just a “clearing of the air.” Conflicts can also result in negative feelings that leave us feeling bad about ourselves and others. Has either happened to you? Share your answer with a partner.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Distribute <i>Managing Conflicts</i> worksheet.	1. Students review <i>Managing Conflicts</i> worksheet, asking for clarification where needed. Role-playing may be used as a practice opportunity.
2. Direct students to answer questions on the second page of the worksheet.	2. Students ask and answer questions.
3. Facilitate discussion regarding students’ relationships and conflicts. The questions on the second page of the worksheet will serve as prompts to “break the ice.”	3. Students participate in discussion.
4. Distribute and discuss <i>Alternatives for Solving Conflicts</i> handout.	4. Students review and discuss <i>Alternatives for Solving Conflicts</i> worksheet.
5. Direct students to answer the following (or similar) questions: What did you learn about yourself during this activity? Which of the six alternatives would you like to try more often?	5. Students respond in writing to the questions.
6. Collect and review worksheets with student responses. Use as means to identify those who may be having difficulty negotiating conflict.	6. Students will hand in responses to worksheets.

Teacher Follow-Up Activities

Journal and role-play alternatives for solving conflicts. It will reinforce learning for students if they are provided time to use the skills learned in the lesson.

Counselor reflection notes (completed after the lesson)

MANAGING CONFLICTS

Name: _____ Date: _____

Everyone gets into conflicts--with a parent, teacher, friend, or stranger. Conflicts can be over anything, big or small. Conflicts can have positive outcomes. Think of a time a conflict turned out well and a problem was solved, a situation managed, or there was just a “clearing of the air.” Conflicts can also result in negative feelings that leave us feeling badly about ourselves and others. Has either happened to you?

RESULTS OF CONFLICTS

When hassles are eventually resolved, there are three possible outcomes:

Both people feel hurt: Both people fight (physically or verbally). When this happens, the problem continues. There is no respect for self or others as a result. More than likely, there will be another fight.

One person feels hurt and the other gets his/her way: One person fights (physically or verbally). The other person quits or runs. The problem may be settled, but both people disrespect each other and themselves. The loser may seek revenge or take it out on someone or something else.

No one is hurt: No one fights or argues. Each says his or her position. Each person listens. Alternatives are used to settle the hassle. There is no “loser” or “winner” and everyone maintains respect for others and themselves.

THESE THINGS MAKE CONFLICTS WORSE

Violence (Physical or Verbal): Violence destroys any basis for compromise and ruins friendships. It rarely deals with the real problem, and usually causes more problems. People don’t often forget physical or verbal abuse.

Running Away: Running away prevents a person from really solving a problem. It just pops up again later. People who run away from problems lose the respect of others and themselves. It can become a habit. People who give in are usually taken advantage of by others.

Telling on Someone: Telling can make the problem worse. It makes others lose respect for you, and it can indicate you want others to solve conflicts and make decisions for you. However, there are times when telling IS appropriate. If a conflict has the potential of resulting in harm to you or to others it is important to get help from a responsible adult.

You and Conflict—Tell your story—Begin with a time you used violence, ran away or told on someone when it was not appropriate.

a. What was the conflict?

b. What happened? How did you handle the situation?

c. How did you feel about it?

d. How would you handle it differently if you could do it over?

Alternative for Solving Conflicts

1. **Use “I” messages**—State the problem in terms of how it makes you feel; do not place blame on the other person. Example of an “I” message: “I am really hurt when you talk behind my back.” Example of a “you” message that places blame: “You are so stupid when you talk behind my back.”
2. **Listen closely**—Let the other person know you are willing to listen to his or her side. Example: “I’m listening,” or “Go ahead; I’ll listen.”
3. **Get help**—Use others to help solve a problem. A third person can often bring a new perspective or solutions to a conflict.
4. **Make a deal**—Compromise. Being willing to give in to certain conditions if the other person is also willing can usually be done by making a suggestion.
5. **Apologize**—Let the other person know you are sorry the conflicts happened, whether you feel you are right or wrong. If you really feel as though you are wrong, you can gain respect from others by apologizing. Example: “We don’t seem able to solve this, but I am sorry you feel badly about it. I do too.”
6. **Cool it**—Dropping it is good for cooling off or avoiding no-win situations.

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>UNIT DESCRIPTION: : Interacting With Others in Ways That Respect Individual and Group Differences PS2 focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of other and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.</p>		<p>SUGGESTED UNIT TIMELINE: 7 Lessons (grades 9-12) CLASS PERIOD (min.): 30 – 45 minutes each</p>				
<p>ESSENTIAL QUESTIONS: 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
ASSESSMENT DESCRIPTIONS*:						
Students will research their racial identity/heritage and write a short essay, poem, song, or rap on their findings and will present this information to their peers.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<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 th Grade: Lesson 1 - The Clique				
3	9 th Grade: Lesson 2 - Bursting Stereotypes				
4	10 th Grade: Lesson 3 - Listening Exercise				
5	10 th Grade: Lesson 4 - Origins: A simple word game (for use in human relations trainings)				
6	11 th Grade: Lesson 5 - Using Negotiation to Settle Difficulties				
7	11 th Grade: Lesson 6 - Diversity Day				
8	12 th Grade: Lesson 7 - Managing Conflicts				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1	See Lessons:				
2	9 th Grade: Lesson 1 - The Clique				
3	9 th Grade: Lesson 2 - Bursting Stereotypes				
4	10 th Grade: Lesson 3 - Listening Exercise				
5	10 th Grade: Lesson 4 - Origins: A simple word game (for use in human relations trainings)				
6	11 th Grade: Lesson 5 - Using Negotiation to Settle Difficulties				
7	11 th Grade: Lesson 6 - Diversity Day				
8	12 th Grade: Lesson 7 - Managing Conflicts				
	<u>Direct:</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 checked="" type="checkbox"/> Demonstrations Ls 5, 6 <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking Ls 4	<u>Indirect:</u> <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	<u>Experiential:</u> <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	<u>Independent Study</u> <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	<u>Interactive Instruction</u> <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

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

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

Time Required for each lesson: 45-50 minutes

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

Lesson Titles:

9th 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.)

9th 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

10th Grade Lesson 3: Risk Taking Behaviors

Materials/Special Preparations Required

Video Presentation or Presenter about making healthy choices

Presentation Review Assessment worksheet

11th 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.)

12th 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.

Unit 1 Title: Personal Safety Skills and Coping Strategies

Lesson Title: Community Wellness Fair **Lesson:** 5 of 5

Grade Level: 12

Length of Lesson: 45-50 minutes

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

Grade Level Expectations (GLEs):
PS.3.A.12: Utilize decision-making skills to make safe and healthy life choices.
PS.3.B.12: Advocate for the personal safety of self and others.
PS.3.C.12: Exhibit coping skills to manage life-changing events.

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

Materials (include activity sheets and/ or supporting resources)

- 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
- Presentation Review Assessment* worksheet

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

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

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

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

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 the planning of – or involvement in – a wellness fair.

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 will help plan and/or attend a wellness fair.

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):
 What is a Wellness Fair?

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Preparation for Wellness Fair: Committees of 12 th grade students and staff will plan a Wellness Fair, including the “why, who, what, where, when” of event.	1. Senior students will work with the counselor(s) to plan a Wellness Fair.

<p>2. Counselor, nurse, and student committees will organize times for classes to participate in Wellness Fair.</p> <p>3. Counselor, nurse, and student publicity committee will write newspaper article, print and distribute flyers announcing Wellness Fair.</p> <p>4. Day of Wellness Fair:</p> <ul style="list-style-type: none"> a. Counselor and student committee will set up tables, chairs, and arrange for parking. b. Counselor will provide student escorts for exhibitors. c. Ensure that presenters are in place and have necessary materials. <p>6. After Wellness Fair:</p> <ul style="list-style-type: none"> 1. Committee cleans up. 2. Committee will write thank-you notes to exhibitors. 	<p>2. Students will work with the counselor to organize times.</p> <p>3. Students will work with the counselor to publicize the Wellness Fair.</p> <p>4. Day of Wellness Fair:</p> <ul style="list-style-type: none"> a. Student committee will set up tables, chairs, and arrange for parking. b. Students escort exhibitors to proper stations. c. All students will attend Wellness Fair and complete <i>Wellness Fair Review Assessment</i> forms. <p>6. After Wellness Fair:</p> <ul style="list-style-type: none"> 1. Students will serve on clean up committee. 2. Students will help write thank-you notes to exhibitors.
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Teacher Follow-Up Activities

Teacher will inform counselor if a student appears to be in need of appropriate resources.
 Discuss Wellness Fair activities

Counselor reflection notes (completed after the lesson)

Health Fair Review Assessment

Exhibits or Speakers that I visited:

Yes No 1. I can identify risk-taking behavior.

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. The Wellness Fair was helpful in addressing personal safety.

Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about ...

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Course Description:**Personal/Social Development**

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: Personal Safety Skills and Coping Strategies Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well being, or when a life situation requires a new way of coping.		SUGGESTED UNIT TIMELINE: 5 Lessons CLASS PERIOD (min.): 45 - 50 minutes each				
ESSENTIAL QUESTIONS: 1. How do safe and healthy choices affect our lives?						
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>ASSESSMENT DESCRIPTIONS:</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>Obj. #</p>	<p>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</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				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
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				
	Direct: <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	Indirect: <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	Experiential: <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	Independent Study <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)	Interactive Instruction <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)
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					

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:

9th Grade Lesson 1: Study Skills Workshop

Materials/Special Preparations Required:

Personal Study Skills and Habit Review Survey

Study Skills Tip Sheet

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

Skills Call the Missouri School Counselor Association 1-800-264-6722 or email at mzca@mvp.net for copies

9th Grade Lesson 2: Making Your Own Master Calendar

Materials/Special Preparations Required:

School year calendar

Optional - Blank Calendar

10th Grade Lesson 3: Strategies for Taking Standardized Timed Tests

Materials/Special Preparations Required:

Individual student reports from standardized tests

PLAN PowerPoint presentation

PSAT/NMSQT DVD presentation

(The *PLAN* PowerPoint may be downloaded from www.act.org/plan.index.html

Information over the *PSAT* DVD presentation may found at

www.collegeboard.com. Test Prep information may be downloaded from either website.)

10th Grade Lesson 4: Prioritizing Time

Materials/Special Preparations Required:

Student Planners/Calendars

Index cards

11th Grade Lesson 5: Progressing Toward Graduation

Materials/Special Preparations Required:

Personal Plans of Study and credit checks

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

Materials/Special Preparations Required:

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

Missouri Comprehensive Guidance and Counseling Big Idea:

AD.4: Applying skills needed for educational achievement.

Grade Level Expectations (GLEs):

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

American School Counselor Association (ASCA) National Standards:

Academic Development

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

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

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

	<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?

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>

The student will compose a paragraph in which he/she identifies the post-secondary option he/she intends to pursue and identifies the steps needed to attain that goal.
The students will adjust high school planning to conform to post-secondary goals.
The student will write a personal essay in which he/she will consider and analyze the skills he/she has developed during his/her school experience to help him/her be a life-long learner.
The student will review and evaluate his/her *Personal Plan of Study* and credit check to ensure progression toward meeting graduation requirements and post-secondary goals.

Unit Instructional Strategies/Instructional Activities:

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

Unit Summative Assessment (acceptable evidence):

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

Brief Summary of Unit:

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

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

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

<p>Unit 1 Title: Learning for Life</p> <p>Lesson Title: Self Assessment of Time Management, Study and Test-Taking Skills</p> <p>Grade Level: 12</p> <p>Length of Lesson: 1 to 2 class periods</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: AD.4: Applying skills needed for educational achievement</p> <p>Grade Level Expectations (GLEs): AD.4.A.12: Achieve educational levels necessary to teach, maintain, and continue with individual life-long learning goals. AD.4.B.12: Exhibit self-management skills necessary for educational achievement.</p> <p>American School Counselor Association (ASCA) National Standard: Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p>	<p>Lesson 6 of 6</p>
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Materials (include activity sheets and/ or supporting resources)

9-12 Summative Evaluation for AD 4

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>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>6. Apply communication techniques to the job search and to the workplace</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>2. Develop and apply strategies based on ways others have prevented or solved problems</p> <p>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>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	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
Mathematics	
X Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, document)
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 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.

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 3-part summative self-evaluation for the Learning for Life Unit is conducted in the 12th grade. The assessment culminates the work that students have completed in prior grades and encourages students to reflect and project regarding the knowledge and skill required to successfully achieve their goals and continue as life-long learners. The assessment follows this lesson. It may be photocopied for your students' use.

Lesson Preparation

Essential Question: How do time management, study, and test-taking skills influence life long learning and your attainment of personal goals?

Engagement (Hook): How do you rate yourself? Show me 5, 4, 3, 2, 1 (5 being the highest, 1 being the lowest) in each area by holding up your number of self-rating.
 Self Management -Show Me. (watch for students' ratings)
 Study Skills -Show Me. (watch for students' ratings)
 Testing Taking Skills - Show Me. (watch for students' ratings)

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. The counselor will give each senior Part One of the <i>9-12 Summative Self-Evaluation for AD 4</i>. Part One allows for each senior to rate himself or herself in the areas of time management, study skills, and test-taking skills. 2. The counselor will lead a brief discussion of the skills that were rated as the highest and which were rated as the lowest. 3. The counselor will administer Part Two of the <i>9-12 Summative Self-Evaluation for AD 4</i>. Part Two allows each student to identify and discuss situations in which specific skills were used and situations in which he or she didn't have the specific skills to be successful. 4. The counselor will lead a brief discussion about skills successful learners use. During the discussion, stress the need to continue to maintain strong skills as well as develop weaker skills in order to be a successful life-long learner. 5. The counselor will administer Part Three of the <i>9-12 Summative Self-Evaluation for AD 4</i>. Part Three encourages learners to project how they will use the three skill areas (Time Management, Study Skills, Test-taking Skills) to achieve post-secondary goals and life-long learning. 6. The counselor will work with the Communication Arts teacher to devise a possible grading system for the personal essays. It is recommended that the counselor collect the students' <i>AD 4 Summative Self-Evaluation</i>, copy them and place one in the student's permanent folder 	<ol style="list-style-type: none"> 1. Students will rate themselves <i>Good</i>, <i>Average</i>, or <i>Poor</i> for 27 skills they have learned throughout their educational experience. 2. In pairs students will describe their strongest and weakest skills and discuss the implications for their success with their partners. 3. Students will give examples of times in which they used their stronger skills to be a successful learner as well as times they were not successful because their skills were not as strong or were not acquired. Students will complete a chart on which they list skills that will be important to them for their post-secondary choices. 4. Students will volunteer responses during the discussion and brainstorm possible ways to improve their weaker skills. 5. Students will write a personal essay in which they hypothesize how the skills they have learned in their educational experience will help them achieve their post-secondary goals and continue to be a lifelong learner. 6. Students submit their completed <i>AD 4 Summative Self-Evaluation</i>, so the counselor can copy them and return the original to student.

and return the original to student.	
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Teacher Follow-Up Activities

One possible follow-up activity would be for teachers to discuss skills that students feel comfortable using when they are out of high school and skills that they feel they should continue to develop. Teachers may be able to incorporate these skills into future lessons to help the students continue to develop.

Counselor reflection notes (completed after the lesson)

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NAME: _____ GRADE: _____ DATE: _____

**9-12 SUMMATIVE SELF-EVALUATION FOR AD 4
Applying Skills Needed for Educational Achievement
PART 1: LIFE-LONG LEARNING SKILLS SURVEY**

1. How do you rate yourself on the following self-management skills? (Circle answer)

- | | | | |
|---|------|---------|------|
| a. Writing down assignments/tests/projects | Good | Average | Poor |
| b. Turning in homework on time | Good | Average | Poor |
| c. Getting academic help when needed | Good | Average | Poor |
| d. Having a scheduled studying time | Good | Average | Poor |
| e. Keeping my school and personal materials organized | Good | Average | Poor |
| f. Having a place at home to study with materials | Good | Average | Poor |
| g. Managing my time during my daily schedule | Good | Average | Poor |
| h. Attending school regularly | Good | Average | Poor |
| i. Being on time to school and/or work | Good | Average | Poor |

2. How do you rate yourself on the following study-skills? (Circle answer)

- | | | | |
|--|------|---------|------|
| a. Listening actively in class | Good | Average | Poor |
| b. Asking questions in class | Good | Average | Poor |
| c. Reviewing class notes | Good | Average | Poor |
| d. Knowing/understanding topic-specific vocabulary | Good | Average | Poor |
| e. Being prepared for class | Good | Average | Poor |
| f. Outlining readings from textbooks | Good | Average | Poor |
| g. Taking effective notes | Good | Average | Poor |
| h. Working with others in small groups | Good | Average | Poor |
| i. Identifying personal learning style | Good | Average | Poor |
| j. Adapting to different teaching styles | Good | Average | Poor |

3. How do you rate yourself on the following test-taking skills? (Circle answer)

- | | | | |
|---|------|---------|------|
| a. Knowing how to develop a test-taking plans | Good | Average | Poor |
| b. Identifying key words in true/false questions | Good | Average | Poor |
| c. Knowing strategies for multiple-choice questions | Good | Average | Poor |
| d. Knowing how to write essay responses | Good | Average | Poor |
| e. Knowing how to write a constructed response | Good | Average | Poor |
| f. Having strategies for taking timed tests | Good | Average | Poor |
| g. Being prepared for open-note tests | Good | Average | Poor |
| h. Checking your test answers | Good | Average | Poor |
| i. Knowing strategies to relieve test anxiety | Good | Average | Poor |

4. Please list the skill that you think you are the best prepared for each in of the areas.

Self-Management Skill: _____

Study-Skill: _____

Test-Taking Skill: _____

5. Please list the skill that you think you are the least prepared for in each of the areas.

Self-Management Skill: _____

Study-Skill: _____

Test-Taking Skill: _____

NAME: _____ GRADE: _____ DATE: _____

9-12 SUMMATIVE SELF-EVALUATION FOR AD 4
Applying Skills Needed for Educational Achievement
PART 2: SELF-EVALUATION OF LIFE-LONG LEARNING SKILLS

1. After looking at the skills you are best at in each area and the skills you are least prepared for in each area:

A. Describe in detail a situation in which you used one of your stronger skills to be a successful learner.

B. Describe in detail a situation in which you could have been more successful if you had been able to use a skill you didn't possess at the time (e.g. planning for priorities).

NAME: _____ GRADE: _____ DATE: _____

9-12 SUMMATIVE SELF-EVALUATION FOR AD 4

Applying Skills Needed for Educational Achievement

PART 3: DESCRIBING HOW SKILLS WILL BE USED AS A LIFE-LONG LEARNER

Write a personal essay in which you hypothesize how the skills you have developed during your school experience will help you continue to be a life long learner. Be sure to include specific skills and examples. This essay should contain proper spelling, grammar and punctuation. Please make your essay as long as needed to voice your opinion.

Academic Development

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

Applying skills needed for educational achievement.

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

Applying the skills of transitioning between educational levels.

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

Developing and monitoring personal educational plans.

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

UNIT DESCRIPTION: Learning for Life This unit will continue to develop and evaluate students’ self-management, study and test-taking skills that they have obtained during their educational career. These skills will enable them to become life-long learners.		SUGGESTED UNIT TIMELINE: 6 (2 lessons each for grades 9, 10; 1 lesson each for grades 11, 12) CLASS PERIOD (min.): 1 to 2 class periods				
ESSENTIAL QUESTIONS: 1. How do people develop habits?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
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> .		AD.4.A.09: Review and build upon educational skills necessary to progress toward life-long learning goals.		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	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	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		

		<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
ASSESSMENT DESCRIPTIONS*:						
<p>The 3-part summative evaluation for the “Learning for Life” Unit is conducted in the 12th grade. The assessment is a culmination of the work that students have completed in prior grades and encourages students to reflect and project regarding the knowledge and skills required to successfully achieve their goals and continue as life-long learners. This evaluation is located at the end of the 12th grade lesson.</p>						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<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					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
	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					

<p>5 6 7 8</p>	<p>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</p>				
	<p>Direct: <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</p>	<p>Indirect: <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</p>	<p>Experiential: <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)</p>	<p>Independent Study <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</p>	<p>Interactive Instruction <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</p>
<p>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</p>					

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

Grade Level: 9-12

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

Time Required for each lesson:

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

Best time of year to implement this Unit:

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

Lesson Titles:

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

Materials/Special Preparations Required:

Trained mentors (Training should take place before activity)

Paper, pen, flip charts, markers

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

10th Grade Lesson 2: Exploration of Post-Secondary Options

Materials/Special Preparations Required:

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

Alumni of your school

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

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

Materials/Special Preparations Required:

Get Set for College Scavenger Hunt

Pencil/pen

Get Set for College ACT booklet

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

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

12th Grade Lesson 4: 12th Grade Post-Secondary Checklist

Materials/Special Preparations Required

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

Missouri Comprehensive Guidance and Counseling Big Idea:

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

Grade Level Expectations (GLEs):

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

American School Counselor Association National Standard (ASCA):

Academic Development

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

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences

	<ol style="list-style-type: none"> 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> 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	<p>Goal 4: Make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 7. Identify and apply practices that preserve and enhance the safety and health of self and others 8. Explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	<ol style="list-style-type: none"> 3. Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	

Unit Essential Questions:

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

Unit Measurable Learning Objectives:

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

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

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

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

Unit Instructional Strategies/Instructional Activities:

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

Unit Summative Assessment (acceptable evidence):

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

Assessment can be question answer, performance activity, etc.

Counselor will meet individually with seniors during the second semester of their senior year. Counselor and student will complete a post-secondary checklist. (See appendix.)

Brief Summary of Unit:

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

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

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

Unit #1 Title: Applying the Skills of Transitioning Between Educational Levels	
Lesson Title: 12 th Grade Post-Secondary Checklist	Lesson: 4 of 4
Grade Level: 12	
Length of Lesson: 50 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: AD.5: Applying the Skills of Transitioning between Educational Levels.	
Grade Level Expectation (GLE): AD.5.A.12: Utilize the achievement and performance skills necessary to transition to post-secondary options.	
American School Counselor Association National Standard (ASCA): Academic Development B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	

Materials (include activity sheets and/ or supporting resources)

<p>Students' Personal Plans of Study A list of your high school's graduation requirements. <i>Am I Ready...</i> Activity Sheet Pencil/pen</p>
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Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication 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 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 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 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

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

Assessment for this lesson will be through completion and discussion of the checklist.

Lesson Preparation

Essential Questions:
 What’s next for me? Will life be different in college or on the job?

Engagement (Hook):
 Have the students take a trip down memory lane. Discuss TV shows they watched, clothes they use to wear, and activities they participated in: elementary school, middle school and now. Then have them brainstorm things that will change once they graduate.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. Instructor will discuss how transitioning from high school to college or work is very much like previous transitions they have</p>	<p>1. Students will check all their courses to make sure they have what is needed to graduate and what is needed for them to move to the</p>

made. Ask students what they think they need to do to make the transition smooth.	next step on their plan.
2. Instructor will hand out each student's Personal Plan of Study and the <i>Am I Ready...</i> activity sheet.	2. Students, using their own personal information, will complete the <i>Am I Ready...</i> activity sheet.
3. Instructor will hand out the <i>Am I Ready...?</i> activity Sheet.	3. Students will complete the <i>Am I Ready...</i> Activity Sheet.

Teacher Follow-Up Activities

Teacher may review with students their perceptions of being ready for graduation.

Counselor reflection notes (completed after the lesson)

NAME _____ DATE _____

AM I READY?

FOR WORK?

- _____ I KNOW I WILL HAVE ALL OF MY CREDITS FOR GRADUATION
- _____ I KNOW HOW TO FILL OUT AN APPLICATION
- _____ I KNOW WHAT EMPLOYERS LOOK FOR
- _____ I HAVE THE SKILLS AND KNOWLEDGE I NEED FOR THE JOB I WANT
- _____ I HAVE A WRITTEN RESUME
- _____ I HAVE WORKED A PART-TIME JOB

FOR MILITARY?

- _____ I KNOW I HAVE ALL MY CREDITS FOR GRADUATION
- _____ I HAVE TAKEN THE ASVAB AND HAVE THE SCORE I NEED
- _____ I HAVE TALKED TO A RECRUITER
- _____ I UNDERSTAND THE COMMITMENT AND RESPONSIBILITY INVOLVED
- _____ I HAVE DISCUSSED THIS WITH MY PARENTS

FOR COLLEGE OR FURTHER TRAINING?

- _____ I KNOW I HAVE ALL THE CREDITS FOR GRADUATION
- _____ I KNOW HOW TO FILL OUT AN APPLICATION
- _____ I KNOW THE REQUIREMENTS TO “GET IN” TO THE COLLEGE OR TRAINING
- _____ I HAVE THE REQUIREMENTS TO “GET IN”
- _____ I KNOW HOW I AM GOING TO PAY FOR THIS
- _____ I HAVE THE REQUIREMENTS FOR A COLLEGE PREP DIPLOMA (IF NEEDED)
- _____ I HAVE DISCUSSED THIS WITH MY PARENTS
- _____ I HAVE VISITED THE COLLEGE OR TRAINING PROGRAM
- _____ I KNOW HOW TO REQUEST MY TRANSCRIPT
- _____ I HAVE ALREADY TAKEN COLLEGE DUAL CREDIT COURSES

MY SPECIFIC PLANS ARE:

(NAME OF COLLEGE, TRAINING, BRANCH OF MILITARY, OR JOB I WILL BE ENTERING)

Academic Development

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

Applying skills needed for educational achievement.

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

Applying the skills of transitioning between educational levels.

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

Developing and monitoring personal educational plans.

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

<p>UNIT DESCRIPTION: Applying the Skills of Transitioning Between Educational Levels</p> <p>This unit gives counselors the tools to help students successfully transition into high school, through high school, and beyond.</p>		<p>SUGGESTED UNIT TIMELINE: 4 (one lesson each for 9, 10, 11, and 12)</p> <p>CLASS PERIOD:</p> <p>9th grade lesson -55 to 70 minutes</p> <p>10th grade lesson-55 to 70 minutes</p> <p>11th grade lesson-55 to 70 minutes</p> <p>12th grade lesson-50 minutes per student</p>				
<p>ESSENTIAL QUESTIONS:</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>

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.		AD.5.A.10: Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options.		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	AD B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	Level 4
3. The student will complete the “Get Set for College” scavenger hunt and discuss with classmates.		AD.5.A.11: Increase knowledge and refine skills in preparation for the senior year and		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	AD C. Students will understand the relationship of academics to the world of work and to	Level 3

		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
ASSESSMENT DESCRIPTIONS*:						
Counselor will meet individually with seniors during the second semester of their senior year.						
Counselor and student will complete a post-secondary checklist.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					

	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2 3 4	See Lessons: Lesson 1 Grade 9 Freshman Mentor Program: Meeting My Mentor Lesson 2 Grade 10 Exploration of Post-Secondary Options Lesson 3 Grade 11 Get Set For College Lesson 4 Grade 12 Post-Secondary Checklist				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4	See Lessons: Lesson 1 Grade 9 Freshman Mentor Program: Meeting My Mentor Lesson 2 Grade 10 Exploration of Post-Secondary Options Lesson 3 Grade 11 Get Set For College Lesson 4 Grade 12 Post-Secondary Checklist				
	Direct: 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)	Indirect: <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	Experiential: <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	Independent Study <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 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)	Interactive Instruction <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

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>Grade 12</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>Missouri Comprehensive Guidance and Counseling Big Idea:</p> <p>AD.6 Developing and Monitoring Personal Plan of Study.</p> <p>Grade Level Expectations (GLEs):</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>American School Counselor Association National Standard (ASCA):</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"> 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 3. Review and revise communications to improve accuracy and clarity.
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> 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 ones own experience in preventing or solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives
X	<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.

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>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>

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 & Contrast; Demonstrations; Guided & 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 12th grade, plans will have been revised and fully implemented for life-long learning.

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

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

<p>Unit #1 Title: My Personal Plan of Study</p> <p>Lesson Title: Assessing Personal Plan of Study for Life-Long Learning Lesson: 6 of 6</p> <p>Grade Level: 12</p> <p>Length of Lesson: 30-35 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: AD.6: Developing and Monitoring Personal Plan of Study</p> <p>Grade Level Expectation (GLE): AD.6.A.12: Apply information to revise and implement a Personal Plan of Study necessary for life-long learning.</p> <p>American School Counselor Association National Standard (ASCA): Academic Development B. Students will make decisions, set goals, and take necessary action to achieve goals.</p>

Materials (include activity sheets and/ or supporting resources)

<p>Worksheet titled <i>Personal Plan of Study Review for Seniors</i> Personal Plan of Study/Portfolios</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"> 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas
	<p>Goal 2: Communicate effectively within and beyond the classroom</p>
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> 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
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 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	<p>Communication Arts</p> <ol style="list-style-type: none"> 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</p>

X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will complete *Personal Plan of Study Review for Seniors*.
 The student will write a letter to his/her future self about goals and planning for the future.

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 review and revise their Personal Plan of Study and write letters to their future selves.

Lesson Preparation

Essential Questions:
 Have you implemented your Personal Plan of Study necessary for life-long learning? Are you educationally prepared to go on beyond high school?

Engagement (Hook):
 What have you accomplished to date? Has your Personal Plan of Study helped you to further your educational goals? (Use credit study review)

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> The counselor will discuss the value of present and future personal plan of study and goals with students. The counselor will pass out <i>Personal Plan of Study Review for Seniors</i> and give instructions for completing it. After the worksheet is completed the counselor will ask students to rethink and 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students will review and reflect on the development and appropriateness of their plans. The students will complete <i>Personal Plan of Study Review for Seniors</i> worksheet after instructions are given. Students will discuss the information on their <i>Personal Plan of Study Review for Seniors</i> worksheet. Students will write a letter to themselves. Letters include reflections about benefits of
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revise life-long learning plans.	planning for the future and reminders of life goals established at the end of high school.
4. Counselor will arrange for letters to be mailed in 5 years.	4. Stamped self addressed letters will be given to counselor for mailing in 5 years.

Teacher Follow-Up Activities

Collect *Personal Plan of Study Review for Seniors* worksheets that were not completed during the session.

Counselor reflection notes (completed after the lesson)

Personal Plan of Study Review for Seniors

Name _____

Address _____

Phone number _____

(Circle the items that apply and fill in blanks)

1. My post-secondary plans include:

a. trade/technical school _____.
(trade certificate or other certification)

b. military _____.

c. two year college _____.
(certificate or associates degree)

d. four year college/university _____.
(degree)

e. on-the-job training _____.
(type of training)

f. go directly into the work force _____.
(type of job/occupation)

2. Rate the following subjects as each relates to your learning experience. (Circle one of the numbers beside each subject, 1 being the lowest, 5 being the highest.)

English	1	2	3	4	5
Mathematics	1	2	3	4	5
Social Studies	1	2	3	4	5
Science	1	2	3	4	5

Turn page over for completion

Academic Development

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

Applying skills needed for educational achievement.

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

Applying the skills of transitioning between educational levels.

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

Developing and monitoring personal educational plans.

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

UNIT DESCRIPTION: My Personal Plan of Study		SUGGESTED UNIT TIMELINE: 6 Lessons				
Students will monitor and revise Personal Plan of Study written before high school. Course description booklets, transcripts, assessments and personal interest will be used for continued review and revisions of Personal Plan of Study. By the end of 12 th grade, plans will have been revised and fully implemented for lifelong learning.		CLASS PERIOD (min.): 30-50 minutes each				
ESSENTIAL QUESTIONS:						
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
ASSESSMENT DESCRIPTIONS*:						
Students will use graduation requirements, assessments, transcripts, educational, and career interests to review, revise, and implement Personal Plan of Study for lifelong learning.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<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 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				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
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>Direct:</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>Indirect:</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>Experiential:</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>Independent Study</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>Interactive Instruction</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

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

Choices – www.choices.org

Self- Directed Search – www.self-directed-search.com

ACT's Discover – www.act.org

Grade 10

Lesson 2: Investigating Career Resources

Materials/Special Preparation Required:

Activity Sheet: Outlook for Jobs in the Future

Computer for each student or paper & pencil

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 and www.online.onetcenter.org

Missouri Connections, www.missouriconnections.org

Any other career resource

Career Path Mini Poster

Grade 11

Lesson 3: Job Shadowing

Materials/Special Preparation Required:

Job shadowing worksheets

Phone contact form

Teacher consent form

Description and checklist

Workplace tips

Thank you letter

Consent participant form

Orientation form

Questions form

Reflection form

Supervision form

List of local businesses and organizations (prepared by counselor)

Counselor Information Sheet for Job Shadowing

Grade 12

Lesson 4: What Do They Do?

Materials/Special Preparation Required:

None

Missouri Comprehensive Guidance and Counseling Big Ideas:

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

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

Grade Level Expectations (GLEs):

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

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

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

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

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

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

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

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

American School Counselor Association (ASCA) National Standard:

Career Development

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

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

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

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

	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.

Unit 2 Title: Navigating the World of Work	
Lesson Title: What Do They Do?	Lesson: 4 of 4
Grade Level: 12	
Length of Lesson: (2) 55-70 minutes (Give time to set up and conduct interview)	
Missouri Comprehensive Guidance and Counseling Big Ideas:	
CG 7 Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.	
CG 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.12: Utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work and technology changes.	
CD.8.A.12: Utilize career and educational information in career decision-making.	
American School Counselor Association National Standard (ASCA):	
Career Development	
A. Students will acquire the skills to navigate the world of work in relation to knowledge of self and to make informed career decisions.	

Materials (include activity sheets and/ or supporting resources)

Materials/Special Preparation Required: None

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

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 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 7. Use technological tools to exchange information and ideas
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Evaluate the processes used in recognizing and solving problems
X	Goal 4: make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)	Specific Skill(s)
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X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Identifying and evaluating relationships between language and culture
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will write an essay from the information gathered through an interview with a person who has a career that is of interest to the student.

Lesson 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 or she will write an essay on the information gathered.

Lesson Preparation

Essential Question:
How does one obtain the job they want?

Engagement (Hook):
Do a mock interview with a community volunteer in class. Ask this person how they got their job, what education and or training did they need, what special skills did they need, some other needs for the job, benefits, salary, undesirable aspects of the job, and what made them interested in the job

Procedures

<p>Counselor Procedures:</p> <ol style="list-style-type: none">1. After the mock interview, counselor instructs students to brainstorm things they would like to ask someone who has the career they want.2. Counselor instructs students to interview a person who has the career they would like, leading a discussion on how to approach them for an interview. <p>Part 2, Lesson 1</p> <ol style="list-style-type: none">3. Counselor monitors students' progress.	<p>Student Involvement:</p> <ol style="list-style-type: none">1. Students will brainstorm things they would like to ask someone who has the career they want. Each student will write one thing on the board. All students will copy the brainstormed list to use as a guide to develop their interview questions.2. Students will interview a person of their choice and gather information to bring to class on a specific date to write their essay. <p>Part 2, Lesson 1</p> <ol style="list-style-type: none">3. Students write an essay based on this interview called "A Day in the Life of a /an _____"
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Teacher Follow-Up Activities

Students could share their essays with students in younger grade level.

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>UNIT DESCRIPTION: 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>SUGGESTED UNIT TIMELINE: One lesson per grade level</p> <p>CLASS PERIOD (min.): 55-70 minutes each lesson</p>				
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> 1. How do interests and goals fit together? 2. How are careers different? 3. How does a job shadowing experience affect a person’s job choice? 4. How does one obtain the job he/she wants? 						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	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 - 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
ASSESSMENT DESCRIPTIONS*:						

<p>The summative assessment for all units in the High School Career Development Strand is the “The Ultimate Career Development Experience for Seniors” (Unit 6). Students will create a media presentation chronicling their present career journey and showcasing this presentation to ninth grade students. Counselor and teacher will evaluate the presentation.</p>					
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<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	See: Lesson 1 Grade 9 Career Interest Inventory Lesson 2 Grade 10 Investigating Career Resources Lesson 3 Job Shadowing Lesson 4 What Do They Do?				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4	See: 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>Direct:</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>Indirect:</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>Experiential:</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>Independent Study</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>Interactive Instruction</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
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					

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

	<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.

	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 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>

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 & 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>

Unit Summative Assessment (acceptable evidence):

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

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

Brief Summary of Unit:

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

Unit Goals and Objectives:

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

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

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

Concept of the manner in which they relate to others

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

An understanding of the term "global society"

Computer skills for research and composition of presentation.

Unit 4 Title: Respect for All Work	
Lesson Title: Who Does What?	Lesson: 4 of 4
Grade Level: 12	
Length of Lesson: 55-70 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CG7 Applying career exploration and planning skills in the achievement of life career goals.	
Grade Level Expectation (GLE): 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 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)

Myers/Briggs Type Indicator sheets -I/E; S/N; T/F; J/P
<u>Do What You Are</u> , 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

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communications techniques to the job search and to the workplace 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based o ways others have prevented or solved problems

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>Communication Arts</p> <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:

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.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Students will identify their personality types and discuss the value of each type in the world of work.

Lesson Preparation

Essential Questions:
 What careers are important in maintaining a global society?

Engagement (Hook):
 Go through the 4 areas (I/E; S/N; T/F; J/P) of the Myers/Briggs Type Indicator and have students stand on a line where they feel they fit. Put the continuum on the board.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>Instructor Procedures:</p> <ol style="list-style-type: none"> 1. Counselor hands out books and asks students to read through each characteristic and make sure they came up with the correct personality type. 2. Counselor may record each student’s type while students read about their type. 3. Counselor will lead a discussion on types, using the plotted types on the board. 4. Counselor will review the material in chapter 6 that will explain the behavior of each type. 5. Counselor will instruct students on how to fill out the “10 Steps to Creating a Personal Career Plan” worksheet. 6. Counselor will make copies of worksheets and return originals to students. 7. Conduct a discussion on how all personality types and careers are valuable in a global society. 	<ol style="list-style-type: none"> 1. Students will read page 10-30 to verify their type and write their type on their worksheet. They will plot their type on the board using the chart on page 67. (May use a large piece of paper and record several classes on one with students writing their names.) 2. Students will read about their particular type/temperament. (Pages 32-64) 3. Students will declare their types/temperaments. 4. Students will listen and read along. 5. Students fill out worksheet and return to counselor. 6. Students will be able to sign up for a small group of their type to discuss career options if interested. 7. Students participate in discussion.

Teacher Follow-Up Activities

Teacher may choose to use the information about students’ personality types to group students for future group projects.

Counselor reflection notes (completed after the lesson)

Counselor will collect worksheets and make copies for the student’s portfolio and return originals to the student for their career research. Give the students time to research and return to the class to discuss any findings. Meet individually with students who are still having difficulties narrowing it down or making a decision.

10 Steps to Creating a Personal Career Plan

Adapted from Tieger & Barron (2007) Do What You Are

Your Name: _____

Your Type : _____

Step 1-Verifying Type-List 2 Key words phrases that are true about you and give an example of why. List one blind spot true about you and why. (Chapter 3)

Truth: _____ Example: _____

Truth: _____ Example: _____

Blind Spot: _____ Example: _____

Step 2-Go to your Type Chapter and look at the work related (WR) strengths and weaknesses. Choose 2 (of each) you feel you have and list them below with examples of how you have used them in the past.

WR Strength: _____ Example: _____

WR Strength: _____ Example: _____

WR Weakness: _____ Example: _____

WR Weakness: _____ Example: _____

Step 3-Review your type's Important Criteria for Career Satisfaction then choose the top 5 for you from this list and write them below in rank order from most important as 1 to least 5.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Step 4-Using your current job or a past job you enjoyed write a situation, on the lines below, of how one of your top 5 (in Step 3) Satisfiers was met.

Situation: _____

Step 5-What interests you? Think about your strongest interests like hiking, running, writing or more general interests such as music or business. In either case, identify those things you enjoy so much you would do them for free (if you could afford to). List below.

Step 6-Skills-Review the skills listed on page 355. Pick you top 3 skills and give examples of why you think so.

Skill _____	Example _____
Skill _____	Example _____
Skill _____	Example _____

Step7-Careers to Consider-Refer to the Popular Occupations section of your type then list any career that interests you (even if they're not on the list). List at least 5. Briefly note what appeals to you about each.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Step 8-Evaluating Your Career Options-Analyze each career above asking yourself the following questions:

- How well does it make use of my best skills and abilities?
- How well does it make use of my work related strengths? (Step 2)
- How well does it meet my top 3 criteria for career satisfaction? (Step 3)

Record your observations below:

Step 9-Research Your Potential Career-Learn as much as you can. List below questions you have about the career you have chosen. The following are tips to finding out the answer to your questions. Make note of one thing you will do to find out more about the career you have chosen.

- ✓ **Interview people already in the job.**
- ✓ **Contact local colleges to find out programs in this field. Cost? Time?**
- ✓ **Use Internet to research this career in different companies.**
- ✓ **Investigate geographical information, where the jobs are located.**

Step 10-Develop a Customized Job Search Plan-Using the Internet, take this information about your type and find out more about the careers that interest you. (Pages 358-359 give examples of how to get started). Research Career Options, Learn About Specific Companies, Locate Job Opportunities, Identify Educational Training, Network, Prepare and Post Resume.....(You have a good start. Step 10 is on your own!)

E

Extroverts

Are energized by being with others

Like being the center of attention

Act, then think

Tend to think out loud

Are easy to “read” or know; share personal information freely

Talk more than listen

Communicate with enthusiasm

Respond quickly; enjoy a fast pace

Prefer breadth to depth



Introverts

Are energized by spending time alone

Avoid being the center of attention

Thinks things through inside their heads

Are more private; prefer to share personal information with a select few

Listen more than talk

Keep their enthusiasm to themselves

Respond after taking the time to think things through; enjoy a slower pace

Prefer depth to breadth

S

Sensors

Trust what is certain and concrete

Like new ideas only if they have a practical application

Value realism and common sense

Like to use and hone established skills

Tend to be specific and literal; give detailed descriptions

Present information in a step-by-step manner

Are oriented to the present

N

Intuitives

Trust inspiration and inference

Like new ideas and concepts for their own sake

Value imagination and innovation

Like to learn new skills; get bored easily after mastering skills

Tend to be general and figurative; use metaphors and analogies

Present information in leaps, in a roundabout manner

Are oriented toward the future

T

Thinkers

Step back; apply impersonal analysis to problems

Value logic, justice, and fairness; one standard for all

Naturally see flaws and tend to be critical

May be seen as heartless, insensitive, and uncaring

Consider it more important to be truthful than to be tactful

Believe feelings are valid only if they are logical

Are motivated by a desire for achievement and accomplishment

F

Feelers

Step forward; consider the effect of actions on others

Value empathy and harmony; see the exception to the rule

Naturally like to please others

May be seen as overemotional, illogical, and weak

Consider it important to be tactful as well as truthful

Believe any feeling is valid

Are motivated by the desire to be appreciated

J

Judgers

Are happiest after decisions have been made

Have a “work ethic”: work first play later (if there is time)

Set goal and work toward achieving them on time

Prefer knowing what they are getting into

Product oriented (emphasis is on completing the task)

Derive satisfaction from finishing projects

See time as a finite resource and take deadlines very seriously

P

Perceivers

Happiest leaving their options open

Have play ethic; enjoy now, finish later (if there is time)

Change goals as new information becomes available

Like adapting to new situations

Process oriented (emphasis is on how the task is completed)

Derive satisfaction from starting projects

See time as a renewable resource and deadlines as elastic

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>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		
ASSESSMENT DESCRIPTIONS*: Formative Assessment for this Unit includes: Completion of “How I Relate to Others” Activity sheet, development of a timeline of change, an autobiography, and a community and school activity list. “The Ultimate Career Development Experience for Seniors” (Unit 6) will provide students with the opportunity to convey their understanding of career exploration and planning in the achievement of life career goals.					
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<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?				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
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?				
	Direct: <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)	Indirect: <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	Experiential: <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)	Independent Study <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	Interactive Instruction <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
UNIT RESOURCES:					
Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/					

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

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

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

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

Academic Content Area(s)

Specific Skill(s)

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

Unit Essential Questions:

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

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

<p>Brief Summary of Unit:</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>Unit Goals and Objectives:</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>Student Prior Knowledge: What prior knowledge do students need) e.g. the steps to solving a problem) to be successful in this unit?</p> <p>Ability to use computers for research, to develop portfolios and resumes and to compose presentations.</p>

Unit 1 Title: Getting a Job

Lesson Title: The Ultimate Senior Career Project

Lesson: 5 of 5

Grade Level: 12

Length of Lesson: 2 Sessions of 55-70 minutes each

Missouri Comprehensive Guidance and Counseling Big Ideas:

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

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

CG 9 Applying Skills for College and Career Readiness Success.

Grade Level Expectations (GLEs):

CD.9.A.12: Apply personal, ethical, and work habit skills that contribute to job success.

CD.9.B.12: Utilize appropriate job-seeking skills to obtain employment.

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.

Materials (include activity sheets and/ or supporting resources)

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

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

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"> 1. Speaking and writing standard English including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues of ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	<ol style="list-style-type: none"> 1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed 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 Objective:

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.

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 be assessed/evaluated by their ability to convey their understanding of career

exploration and planning in the achievement of life career goals. The activity they produce will be evaluated/graded by counselor and/or teacher based on quality of presentation.

Lesson Preparation

Essential Questions:

Why is it important for people to know how to advocate their personal strengths for career success?

Engagement (Hook):

Show a popular commercial. Discuss how they were marketing a product and explain that in this activity they will be marketing themselves.

Note: Instructor will need to develop a handout of expectations for media project. See *Sample Creative Media Project Expectations*.

Procedures

Instructor Procedures/Instructional Strategies:

1. Counselor provides instructions for developing a creative media presentation (will need to outline expectations for the presentation) chronicling student’s present career journey which upon completion they will present to 9th grade students.
2. Counselor provides students with projects/activities previously utilized in the career development strand, work completed by student over their high school tenure, and the expectations of media project (see *Sample Creative Media Project Expectations*).
3. Counselor provides students with access to computers, media, and other resources needed to enhance student media projects.
4. Counselor will provide opportunities for shared learning.

Student Involvement/Instructional Activities:

1. Students have the opportunity of collaborating with others with the understanding that the final project is an individual endeavor.
2. Students will work on project by using provided archived materials.
3. Students will continue towards completion of their senior project by using computers and other media resources.
4. Students will create a media presentation chronicling their present career journey (may need additional classroom time to complete)

Teacher Follow-Up Activities

Show completed projects to the class and/or underclassmen.

Counselor reflection (included after the lesson)

SAMPLE: CREATIVE MEDIA PRESENTATION EXPECTATIONS

1. Identifying information
2. Education
3. School involvement activities
4. Employment
5. Hobbies/activities
6. Special skills

Note: Instructor may want to outline a time limit, any media restrictions, and school media policy.

COURSE INTRODUCTION:**Career Development**

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

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

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

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

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

Applying skills for college and career readiness and success.

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

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

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

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

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

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<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				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
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				
	<u>Direct:</u> <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	<u>Indirect:</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 (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	<u>Experiential:</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 (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	<u>Independent Study</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 (Ls. 3) <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework	<u>Interactive Instruction</u> <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>UNIT RESOURCES: (include internet addresses for linking)</p> <p>Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/</p> <p>ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</p>					