

Unit #1 Title: Who Am I

Grade Level: 3

Number of Lessons in Unit: 3

Time Required for each lesson: 30 min.

Best time of year to implement this Unit: Autumn

Lesson Titles:

Lesson 1 An Apple a Day

Materials/Special Preparations Required

3 apples (one red, one green, and one rotten)

What Color Is Your Apple? worksheet

Poster with the outline of a tree and branches (counselor made)

Plain paper

Crayons (red, green and brown)

Lesson 2 What Color is Your Apple?

Materials/Special Preparations Required

Tree with apples from previous week.

Paper

Pencils or crayons

Dry erase board, smart board, chart paper, other

Lesson 3 Fly Your Kite

Materials/Special Preparations Required

Kite

Fly Your Kite worksheet

Go Fly Your Kite Venn Diagram worksheet

Yarn

Crayons or markers

Glue

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.1 Understanding self as an individual and as a member of diverse local and global communities.

Grade Level Expectations (GLEs):

PS.1.A.03 Identify positive characteristics and areas for personal growth. (DOK Level - 1)

PS.1.B.03 Reflect on personal roles at home and at school and identify responsibilities. (DOK Level - 2)

PS.1.C.03 Identify the personal characteristics needed to contribute to the classroom. (DOK Level - 1)

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

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

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 1. Speaking and writing standard English 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. 7. The use of tools of social science inquiry
	Science
	Health/Physical Education
	Fine Arts

Unit Essential Questions:

Why are positive character traits important?

Unit Measurable Learning Objectives:

The student will determine positive and negative character traits from a list of fifteen character traits.

The student will determine which of four character traits named by other students describe him/her.

The student will identify two character traits that he/she would like to develop for personal growth.

The student will complete a Venn Diagram by listing three attributes that make home and school run smoothly.

The student will list seven roles and responsibilities he/she has at home and school.

Unit Instructional Strategies/Instructional Activities:

- Direct (Compare & Contrast; Demonstrations; Guided & Shared – reading, listening, viewing, thinking)
- Indirect (Reflective Discussion)
- Experiential
- Independent Study (Learning Activity Packages)
- Interactive Instruction (Brainstorming; Peer Partner Learning; 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 complete a Venn Diagram that identifies the attributes that make a home and school run smoothly. Students will list their responsibilities at home and school.

Brief Summary of Unit:

This unit provides opportunity for students to recognize their roles and responsibilities. The unit focuses on how their personal characteristics and strengths help them in their life roles. The unit uses art activities to motivate students.

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

Understanding of the following:

Personal roles

Feelings

Responsibilities

<p>Unit #1 Title: Who Am I?</p> <p>Lesson Title: An Apple A Day Lesson: 1 of 3</p> <p>Grade Level: 3</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.1 Understanding self as an individual and as a member of diverse local and global communities.</p> <p>Grade Level Expectation (GLE): PS.1.C.03 Identify the personal characteristics needed to contribute to the classroom.</p> <p>American School Counselor Association (ASCA) National Standard: Personal/Social Development A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.</p>
--

Materials (include activity sheets and/ or supporting resources)

<p>3 apples: 1 red, 1 green and 1 rotten <i>What Color Is Your Apple?</i> worksheet Poster with the outline of a tree and branches (counselor made) Plain paper Crayons (red, green and brown)</p>
--

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures.
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies.

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will determine positive and negative character traits from a list of fifteen character traits.

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 positive and negative character traits utilizing the *What Color Is Your Apple?* worksheet.

Lesson Preparation

Essential Questions:

How can you tell how someone feels about himself or herself?

Engagement (Hook): The teacher will display 3 apples—one red, one green and one with a rotten spot on it.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. The counselor displays 3 apples and asks students to describe the apples: color, texture, stages of development, and effects of rotten apple on the others. Possible responses might include a rotten apple can cause the other apples to decompose more quickly.</p> <p>2. Counselor distributes and explains the instructions on the worksheet, explaining any terms that the students may not be familiar with.</p> <p>3. The counselor instructs students to cut out the apples and glue them on the community tree (if red or green) poster picture. Students are to paste brown apples on the ground of the illustration.</p>	<p>1. Students describe apples.</p> <p>2. Students follow instructions.</p> <p>3. Students cut out the apples and place them on the tree poster.</p>

<p>4. The counselor asks students to think of other characteristics, which are important to a classroom community. The counselor tells students that they may make more apples if they can think of other qualities not already listed.</p> <p>5. The counselor tells students that the tree will be displayed all week and they need to be thinking of how the positive characteristics contribute to the class community.</p>	<p>4. Students brainstorm and write down other positive characteristics on the blank apples. Students add these apples to the tree.</p> <p>5. Students use the completed poster as a visual reminder.</p>
---	---

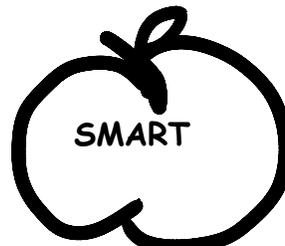
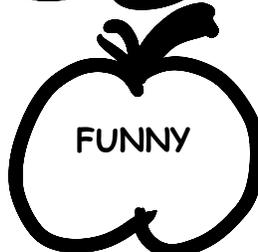
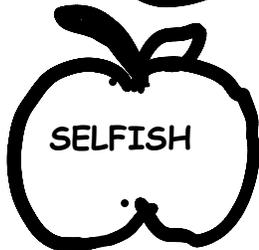
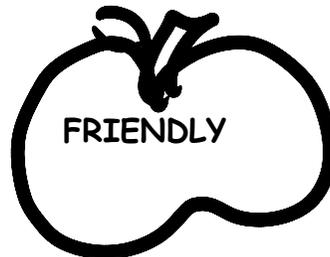
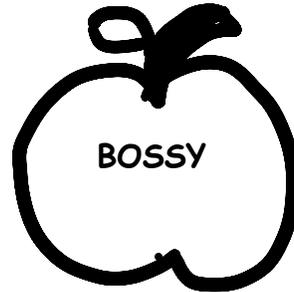
Teacher Follow-Up Activities

Classroom teacher will display the tree prominently in the classroom and refer to it frequently regarding students displaying proactive behaviors.

Counselor reflection notes (completed after the lesson)

What Color Is Your Apple?

If the apple lists a quality that is helpful in the classroom, color it red. If the apple lists a quality that the classroom needs to improve on, color it green. If the apple lists a quality that hurts the classroom community, color it brown.



<p>Unit #1 Title: Who am I?</p> <p>Lesson Title: What Color is Your Apple? Lesson 2 of 3</p> <p>Grade Level: 3</p> <p>Length of Lesson: 30 Minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities</p> <p>Grade Level Expectation (GLE): PS.1.A.03 Identify positive characteristics and areas for personal growth.</p> <p>American School Counselor Association (ASCA) National Standard: Personal/Social Development A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.</p>

Materials (include activity sheets and/ or supporting resources)

Tree poster with apples from previous lesson Paper Pencils or crayons Dry erase board, smart board, chart paper, other

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures.
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.
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will determine which of the four character traits named by other students describe him/her.

The student will identify two character traits that he/she would like to develop for personal growth.

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 characteristics they have, and traits they would like to develop for personal growth.

Lesson Preparation

Essential Questions: How can you tell that you are maturing or growing up?

Engagement (Hook): Review the apple tree activity from previous lesson and direct students' attention to the tree poster.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Review previous lesson and the tree poster. Tell the students that today they will help their classmates discover some of the traits that we see in each other.	1. Students participate in the review of the tree poster.
2. Counselor asks students to brainstorm positive traits and behaviors, which are needed to be successful in school. These are written on dry erase board, smart board, chart paper, or other visual media to create a word bank.	2. Students contribute ideas.
3. Counselor distributes blank paper to students and explains that they are to write their names at the top and draw four large apples on their paper.	3. Students follow directions.
4. Counselor divides the class into groups of five. Students are instructed to pass their paper to the person to their left. That person	4. Students follow directions.

<p>is to select a trait from the word bank that describes the person and write it in one of the apples.</p> <p>5. Counselor tells students to pass that paper to the person to their left. Students are instructed to look at the name on the paper that they have and then select a trait from the word bank that describes the person and write it in one of the remaining blank apples.</p> <p>6. Repeat Step 5 until each student’s apple sheet has been completed. Ask students to pass the paper to the once more, which should result in students having their own paper back.</p> <p>7. Counselor tells students to look at the traits written on their paper by the group. The class discusses whether they feel the traits described them or if they were surprised by any traits.</p> <p>8. Have students write on the back of their paper some of the traits that they would like to develop for their own personal growth.</p>	<p>5. Students follow directions.</p> <p>6. Students follow directions.</p> <p>7. Students participate in the discussion.</p> <p>8. Students follow directions.</p>
---	---

Teacher Follow-Up Activities

Teacher will leave the tree up for a few weeks to remind students to practice the positive traits needed for a strong class community.

Counselor reflection notes (completed after the lesson)

Unit #1 Title: Who Am I?	
Lesson Title: Fly Your Kite	Lesson: 3 of 3
Grade Level: 3	
Length of Lesson: 30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea:	
PS.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities	
Grade Level Expectation (GLE):	
PS.1.B.03 Reflect on personal roles at home and at school and identify responsibilities.	
American School Counselor Association (ASCA) National Standard:	
Personal/Social Development	
A: Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	

Materials (include activity sheets and/ or supporting resources)

Kite <i>Fly Your Kite</i> worksheet <i>Go Fly Your Kite Venn Diagram</i> activity sheet Yarn Crayons or markers Glue

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships and information, ideas, and structures
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
X	Goal 3: Recognize and solve problems 4. Evaluate the processes used in recognizing and solving problems
	Goal 4: Make decisions and act as responsible members of society

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

Academic Content Area(s)	Specific Skill(s)
	Communication Arts
X	Mathematics 3. Data analysis, probability, and statistics
X	Social Studies 6. Relationships of the individual and groups to institutions and cultural traditions (7) the use of tools of social science inquiry (surveys, statistics,

		maps, documents)
X	Science	3. Characteristics and interactions of living organisms
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will complete a Venn Diagram by listing three attributes each that make home and school run smoothly.
 The student will list seven roles and responsibilities he/she has at home and school.

Lesson Formative Assessment (acceptable evidence):

**Assessment should relate to the performance outcome for goals, objectives and GLEs.
 Assessment can be question answer, performance activity, etc.**
 Students will complete a Venn Diagram that identifies the attributes that make a home and school run smoothly. The student will list their responsibilities and roles at home and at school.

Lesson Preparation

Essential Questions:

How can you tell when someone is a productive community member?

Engagement (Hook):

As students enter the classroom the counselor will display a miniature kite to catch their attention. The lesson activity will revolve around the kite theme.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Display kite and ask students what makes a kite fly. Discuss flying kites and what attributes the kite flyer needs to be successful (responsible, respectful, persistent, etc.) 2. Explain to students that the group will complete Venn Diagrams about what attributes make a home and school run smoothly. 3. Explain that students will make paper kites listing their responsibilities and roles at home and school. Distribute <i>Fly Your Kite</i> worksheet, yarn, glue, and crayons or markers. 4. Ask students to share kites and talk about their responsibilities and roles. 	<ol style="list-style-type: none"> 1. Students provide responses. 2. Work in pairs to complete the <i>Go Fly You Kite Venn Diagram</i> worksheet 3. Complete kites writing their roles/responsibilities on the tailpieces. 4. Students pair and share kites talking about their favorite roles.

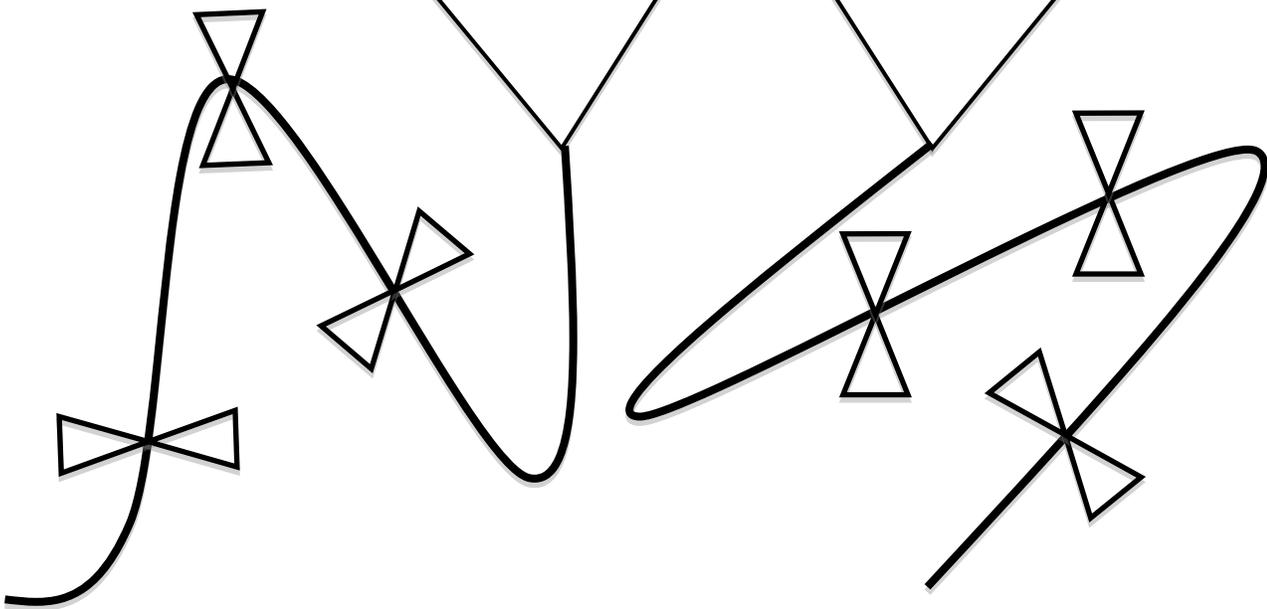
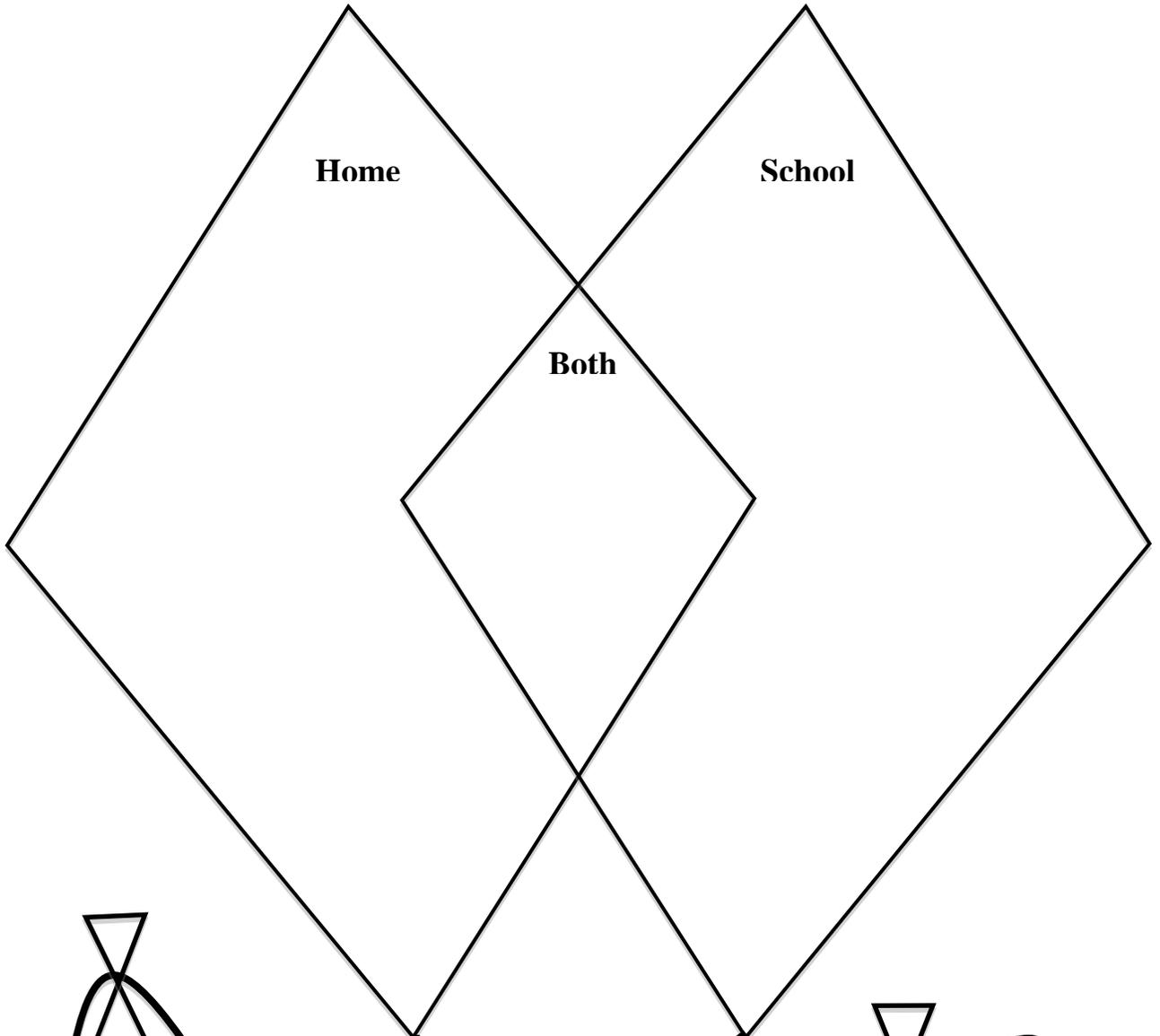
Teacher Follow-Up Activities

Display completed apple tree and kites in classroom as a visual cue to reflect on personal responsibilities.

Counselor reflection notes (completed after the lesson)

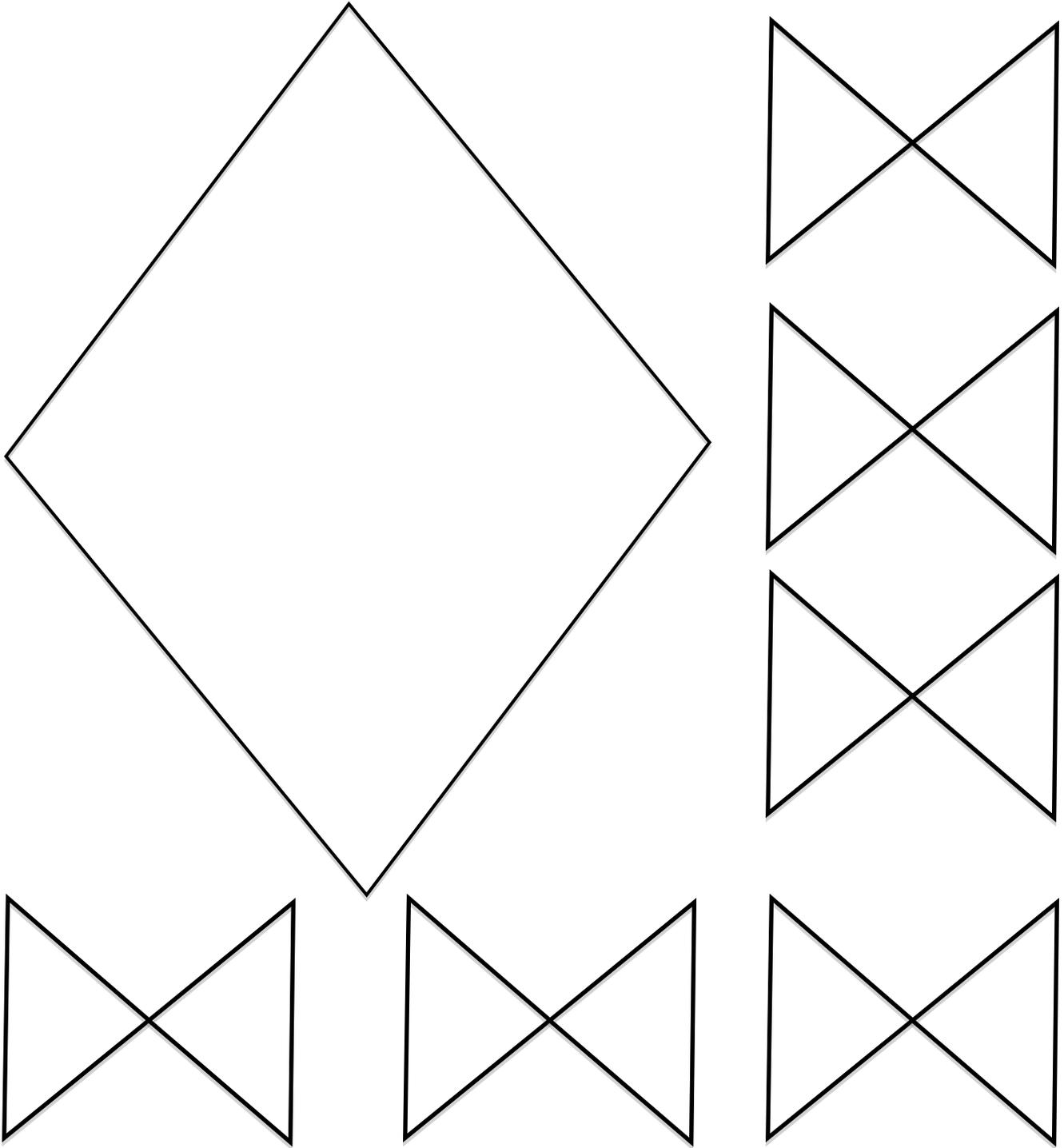
GO FLY YOUR KITE

Venn Diagram



Fly Your Kite

Write your name on the main part of the kite and write six of your roles and responsibilities at home and school on the bows. When you are finished, cut out the kite and bows. Use yarn and glue to complete your kite.



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 This unit provides opportunity for students to recognize their roles and responsibilities. The unit focuses on how their personal characteristics and strengths help them in their life roles. The unit uses art activities to motivate students.		SUGGESTED UNIT TIMELINE: 3 Lessons CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS: 1. Why are positive character traits important?						
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 positive and negative character traits from a list of fifteen character traits.		PS.1.A.03 Identify positive characteristics and areas for personal growth.		RF.3.3 SL.3.1 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.5 L.3.6	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 1
		PS.1.B.03 Reflect on personal roles at home and at school and identify responsibilities.		Level 2		
		PS.1.C.03 Identify the characteristics needed to contribute to the classroom.		Level 1		
2. The student will determine which of four character traits named by other students describe him/her.		PS.1.A.03		RF.3.3	P/SD A	Level 1
		PS.1.B.03		SL.3.1		Level 2
		PS.1.C.03		SL.3.6 L.3.1		Level 1

				L.3.2 L.3.3 L.3.5 L.3.6		
3. The student will identify two character traits that he/she would like to develop for personal growth.		PS.1.A.03 PS.1.B.03 PS.1.C.03		RF.3.3 SL.3.1 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.5 L.3.6	P/SD A	Level 1 Level 2 Level 1
4. The student will complete a Venn Diagram by listing three attributes that make home and school run smoothly.		PS.1.A.03 PS.1.B.03 PS.1.C.03		RF.3.3 SL.3.1 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.5 L.3.6	P/SD A	Level 1 Level 2 Level 1
5. The student will list seven roles and responsibilities he/she has at home and school.		PS.1.A.03 PS.1.B.03 PS.1.C.03		RF.3.3 SL.3.1 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.5 L.3.6	P/SD A	Level 1 Level 2 Level 1
ASSESSMENT DESCRIPTIONS*: Students will complete a Venn Diagram that identifies the attributes that make a home and school run smoothly. Students will list their responsibilities at home and school.						
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 An Apple a Day Lesson 2 What Color is Your Apple? Lesson 3 Fly Your Kite				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4	See Lessons: Lesson 1 An Apple a Day Lesson 2 What Color is Your Apple? Lesson 3 Fly Your Kite				
	Direct: <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 3 <input type="checkbox"/> Didactic Questions <input checked="" type="checkbox"/> Demonstrations Ls 1 <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking Ls 2,3	Indirect: <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion Ls 2 <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 type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input checked="" type="checkbox"/> Learning Activity Packages Ls 1,3 <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 type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming Ls1 <input checked="" type="checkbox"/> Peer Partner Learning Ls 2,3 <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 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: Respecting Individual and Group Differences **Grade Level:** 3

Number of Lessons in Unit: 4

Time Required for each lesson: 20-30 Minutes

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

Lesson Titles:

Lesson 1: Celebrate Your Culture

- Materials/Special Preparations Required
- Drawing paper or poster paper
- Drawing materials (for optional activity)

Lesson 2: Communicating with *I-Messages*, Part 1

- Materials/Special Preparations Required
- 2 puppets
- Script for negative scenario (sample script is provided)
- Script for positive scenario using *I-Messages* (sample script is provided)

Lesson 3: Communicating with *I-Messages*, Part 2

- Materials/Special Preparations Required
- I-Messages* information sheet (A copy for each student)

Lesson 4: Be a Problem Solving Star

- Materials/Special Preparations Required
- STAR Problem Solving Steps* (A copy for each student)

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.03: Identify the interpersonal skills necessary to build quality relationships. (DOK Level-2)
- PS.2.B.03: Recognize and respect the differences between personal culture and other cultures. (DOK Level-2)
- PS.2.C.03: Apply the steps of solving problems and conflicts with others. (DOK Level-3)

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

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

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

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures
---	--

X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy ad clarity
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 7. Evaluate the extent to which a strategy addresses the problem
	Goal 4: Make decisions and act as responsible members of society

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

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

Unit Essential Questions:

Is it important to fit in to a group? Why or why not?

Unit Measurable Learning Objectives:

The student will draw one picture of a special event in his or her family and one picture of a special event in another culture.
 The student will determine one positive and one negative response for at least three friendship interactions.
 The student will demonstrate the use of I-Messages for at least three social situations.
 The student will work in a small group to demonstrate the use of STAR to solve at least one common problem in the classroom.

Unit Instructional Strategies/Instructional Activities:

- Direct (Lecture; Explicit Teaching; Drill & Practice; Compare & Contrast; Demonstrations; Guided & Shared-reading, listening, viewing, thinking)
- Indirect (Problem Solving; Reflective Discussion)
- Experiential (Games; Focused Imaging; Role-playing)
- Independent Study
- Interactive Instruction (Role Playing; Brainstorming; Peer Partner Learning; Discussion; Cooperative Learning; 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 identify their own cultures' customs and those of others.

Students will recognize and use I-Messages when interacting with others.

Students will use the STAR problem solving steps when they are faced with problems and conflicts.

Brief Summary of Unit:

Students will learn positive ways to interact with others and solve problems through the use of I-Messages and the STAR problem solving steps. They will also learn about individual and group differences by learning more about their own culture and customs and those of their peers.

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 how to make and keep friends would be helpful

Some knowledge of their family's cultures and traditions would be helpful

<p>Unit 1 Title: Respecting Individual and Group Differences</p> <p>Lesson Title: Celebrate Your Culture Lesson 1 of 4</p> <p>Grade Level: 3</p> <p>Length of Lesson: 20-30 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 Expectation (GLE): PS.2.B.03: Recognize and respect the differences between personal culture and other cultures.</p> <p>American School Counselor Association (ASCA) National Standard: Personal/Social Development A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.</p>
--

Materials (include activity sheets and/ or supporting resources)

<p>Drawing paper or poster board</p> <p>Drawing materials for optional activity</p>

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>5. Comprehend and evaluate written, visual and oral presentations and works</p> <p>6. Discover and evaluate patterns and relationships in information, ideas and structures</p>
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will draw one picture of a special event in his or her family and one picture of a special event in another culture.

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 identify their own culture’s customs and those of others.

Lesson Preparation

Essential Questions: What happens when people respect differences in others?

Engagement (Hook): Counselor mentions a recent celebration in his/her family and their special customs for the event. Present photos and/or other artifacts of the event.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> The counselor begins by telling the class about a recent celebration event in his/her family (wedding, anniversary, birthday, holiday, etc.) and shares a special family custom for the event, such as the birthday person eating from a special plate, or a special food that is served for the occasion. The counselor asks students to share some special occasions/events observed by their families/neighborhoods, and special activities/traditions connected with the event (wedding customs, etc.). The counselor leads a discussion including the various customs, and relates them as part of the students’ family culture. Counselor expands the discussion to include community, state, and/or national events and customs (fireworks on Independence Day, turkey for 	<ol style="list-style-type: none"> Students listen. Students volunteer to tell about special occasions/events and customs. Students participate in discussion. Students continue to participate in discussion.

<p>Thanksgiving, etc.).</p> <p>5. Optional activity: Have students draw a picture of a special event in their family culture and one from the culture of the community or country, then share with the class or display in hallway or on a bulletin board.</p>	<p>5. (Optional) Students will draw and display a picture of a special event in their culture and their country or community.</p>
--	---

Teacher Follow-Up Activities

Teacher will display student drawings or posters, and throughout the year will relate various celebrations and events to culture.

Counselor reflection notes (completed after the lesson)

Unit 1 Title: Respecting Individual and Group Differences

Lesson Title: Communicating with *I-Messages*, Part 1 **Lesson** 2 of 4

Grade Level: 3

Length of Lesson: 10-15 minutes

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

Grade Level Expectation (GLE):
PS.2.A.03: Identify the interpersonal skills necessary to build quality relationships.

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

Materials (include activity sheets and/ or supporting resources)

2 Puppets
Script for a negative scenario
Script for a positive scenario using I-Messages

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

	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity
	Goal 3: Recognize and solve problems 7. Evaluate the extent to which a strategy addresses the problem
	Goal 4: Make decisions and act as responsible members of society

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

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

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance

X	Respect		Goal Setting		
---	---------	--	--------------	--	--

Lesson Measurable Learning Objectives:

The student will determine one positive or one negative response for at least three friendship interactions.

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 participate in a discussion and give a positive or negative visual response to each scenario.

Lesson Preparation

Essential Questions: What does a quality (positive) relationship look like?

Engagement (Hook): Puppet dialogue illustrating negative communication between friends (see scripts, page 4)

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor begins with puppet dialogue hook depicting an argument typical of the age/grade (see script of negative scenario).	1. Students watch negative puppet scenario.
2. Counselor asks students to describe what happened in the scenario.	2. Students talk about the dialogue they watched.
3. Counselor asks what will probably happen next, and whether the friendship can be saved.	3. Students offer ideas and discuss whether this friendship can be saved.
4. Counselor asks what could have been done differently to prevent losing a friend.	4. Students offer at least 3 ideas (have all other students give thumbs up or thumb down for positive and negative actions).
5. Counselor presents a new puppet dialogue between the same friends demonstrating the use of <i>I-Messages</i> .	5. Students watch scenario.
6. Counselor asks students to describe why the second scenario had a more positive outcome.	6. Students discuss.
7. Counselor points out the use of <i>I-Messages</i> in the second dialogue and tells the students	7. Students listen.

about <i>I-Messages</i> .	
8. Counselor ends the lesson by telling students that next time they will learn more about <i>I-Messages</i> .	8. Students listen.

Teacher Follow-Up Activities

Teacher models and encourages the use of *I-Messages* during the next week.

Counselor reflection notes (completed after the lesson)

Scripts: Negative and Positive Scenarios

Scenario 1 – Negative interaction

This scenario is a puppet dialogue of an argument between two friends, Amy and Mary.

Amy: You invited Shelly to your house. That’s not fair. I invited you over last week.

Mary: So what? I can do what I want!

Amy: You’re supposed to be my friend, so why didn’t you invite me?

Mary: I wanted to play with somebody different.

Amy: I hate you!

Scenario 2 – Positive interaction using *I-Messages*

This scenario is similar to the first one, but is more positive and demonstrates the use of *I-Messages*

Amy: I felt angry when you invited Shelly to your house because you didn’t invite me.

Mary: I didn’t mean to make you feel angry. I found out Shelly collects butterflies and I wanted to show her my mom’s butterfly collection.

Amy: We’ve been friends a long time. I felt left out when you didn’t invite me, too.

Mary: I still think of you as my best friend, but I want to make new friends, too.

Amy: OK. It makes me feel better to know we’re still friends.

Unit 1 Title: Respecting Individual and Group Differences

Lesson Title: Communicating with *I-Messages*, Part 2 **Lesson 3** of 4

Grade Level: 3

Length of Lesson: 20-30 minutes

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

Grade Level Expectation (GLE):
PS.2.A.03: Identify the interpersonal skills necessary to build quality relationships.

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

Materials (include activity sheets and/ or supporting resources)

“I Messages” information sheet

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

	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity
	Goal 3: Recognize and solve problems 7. Evaluate the extent to which a strategy addresses the problem
	Goal 4: Make decisions and act as responsible members of society

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will demonstrate the use of *I-Messages* for at least three social situations.

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 are able to use *I-Messages* and tell how they can be applied to everyday situations.

Lesson Preparation

Essential Questions: What happens when someone doesn't talk about their feelings?

Engagement (Hook): Remind students of previous lesson involving puppets. Tell students that in this lesson they will learn more about how they can use *I-Messages* to convey their feelings to others.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor reminds students of previous lesson and briefly reviews what they did.	1. Students listen and add ideas.
2. Counselor talks about <i>I-Messages</i> and tells students how they can let others know their feelings.	2. Students listen.
3. Counselor distributes copies of <i>I-Message</i> handouts to students. Students take turns helping to read the handout.	3. Students volunteer to read portions aloud
4. Counselor and students brainstorm situations where <i>I-Messages</i> could be useful in communicating with others. A list is developed on white board/ chalkboard/ or chart paper.	4. Students participate in brainstorming activity.
5. Counselor directs students to pair up and practice using <i>I-Messages</i> with some of the situations from the list they developed.	5. Students pair up and each pair selects a situation from the list to use for practice in using <i>I-Messages</i> .
6. Counselor asks students to share what happened during their practice and how this can be applied to everyday life.	6. Students participate in discussion.

Teacher Follow-Up Activities

Teacher models and encourages the use of *I-Messages*.

Counselor reflection notes (completed after the lesson)

I-Messages

When communicating with others, it is important to be honest in what you say. It is also important to say things in a way that get your message across without sounding mean, hurtful, or accusing. I-Messages are one good way to do this.

I-Messages show that you:

- Own your feelings
- Own your opinions
- Are honest in your expressions

When using I-Messages you speak from your own point of view. Using “I” instead of “we,” “you,” or “they” takes ownership of the feelings and opinions you are trying to express to others. For example, saying, “*You spoiled everything when you told the class I won the trophy last weekend,*” sounds like someone is accusing or blaming. Using I-Messages instead would sound more like this: “*When you told everyone my exciting news, I felt cheated because I wanted to tell them myself.*”

I-Messages can be used anywhere: at school and at home, with friends and with family.

Unit #1 Title: Respecting Individual and Group Differences	
Lesson Title: Be a Problem Solving Star	Lesson 4 of 4
Grade Level: 3	Length of Lesson: 20-30 minutes
Missouri Comprehensive Guidance and Counseling Big Idea: PS.2: Interacting with others in ways that respect individual and group differences	
Grade Level Expectation (GLE): PS.2.C.03: Apply the steps of solving problems and conflicts with others	
American School Counselor Association (ASCA) National Standard: Personal/Social Development A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.	

Materials (include activity sheets and/ or supporting resources)

Copy of *STAR Problem Solving Steps* for each student

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

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

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will work in a small group to demonstrate the use of the *STAR Problem Solving Steps* to solve at least one common problem in the classroom.

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 demonstrate the use of the *STAR Problem Solving Steps* to solve common problems in the classroom.

Lesson Preparation

Essential Questions: What happens when someone doesn't take responsibility for their own behavior?

Engagement (Hook): Counselor writes a math problem on the board to begin discussion of problem solving using the *STAR Problem Solving Steps*.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Counselor writes a math problem on the chalkboard or white board and asks the students what it is, and then asks, "What do you do with a math problem?" 2. Counselor selects a student to come up and solve the math problem. 3. Counselor introduces the <i>STAR Problem Solving Steps</i> for problem solving, giving each student a copy of the information sheet. Counselor talks about each of the items and elaborates. <ul style="list-style-type: none"> • S = Stop. When you have a problem, you don't rush in with just any solution. You want to take time to look it over and figure out the right solution for the problem. • T = Think. Take time to think about possibilities, and what could happen with each one. • A = ACT. Take the action you think is best for the situation. • R = Review. Think about the choice you made, look it over and if you don't 	<ol style="list-style-type: none"> 1. Students respond that it is a math problem, and you answer it or solve it. 2. A student volunteer solves the math problem. 3. Students look at the <i>STAR Problem Solving Steps</i> information sheet as the counselor explains the problem solving steps.

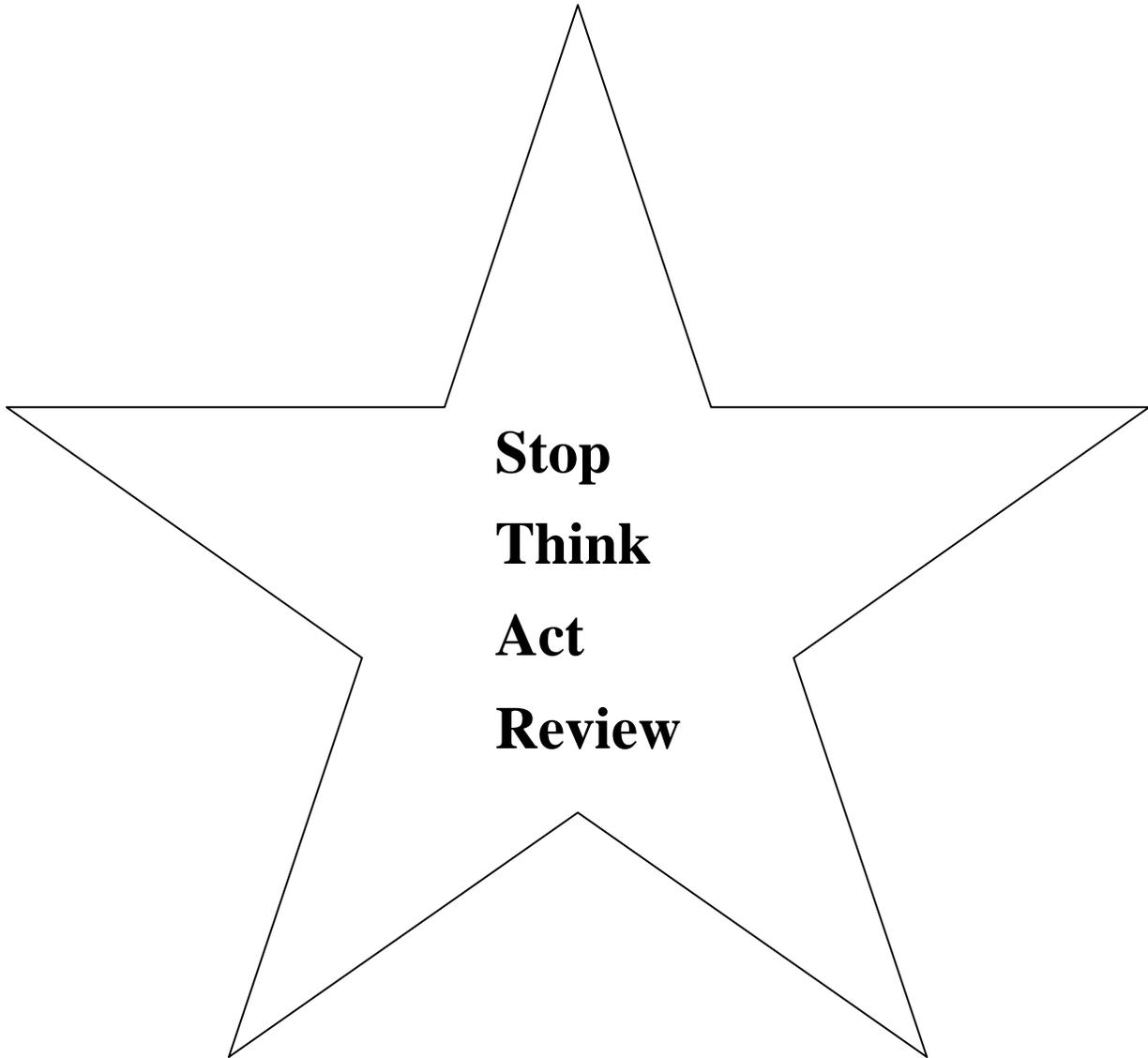
<p>like the way it turned out, go back and think again.</p> <p>4. Counselor demonstrates how to use the <i>STAR Problem Solving Steps</i> to solve the math problem on the board, and then tells students that these same steps can be used to solve other types of problems we face every day.</p> <p>5. Counselor names a common conflict such as someone cutting in line, and leads them through using the <i>STAR</i> process to solve the problem.</p> <p>6. Counselor asks students to name other common conflicts, and then has students divide into pairs or small groups to practice using <i>STAR</i> to solve the problems they have named.</p>	<p>4. Students listen and ask questions for clarity.</p> <p>5. Students participate in deciding what to do for each of the <i>STAR</i> steps.</p> <p>6. Students, as a pair or in small groups, practice using <i>STAR</i> to solve problems.</p>
--	---

Teacher Follow-Up Activities

Teacher posts *STAR Problem Solving Steps* in the classroom and refers students to them when problems arise.

Counselor reflection notes (completed after the lesson)

Be a Problem Solving STAR



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: Respecting Individual and Group Differences Students will learn positive ways to interact with others and solve problems through the use of I-Messages and the STAR problem-solving steps. They will also learn about individual and group differences by learning more about their own culture and customs and those of their peers.</p>		<p>SUGGESTED UNIT TIMELINE: 4 Lessons CLASS PERIOD (min.): 20 - 30 minutes each</p>				
<p>ESSENTIAL QUESTIONS: Is it important to fit in to a group? Why or why not?</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 draw one picture of a special event in his or her family and one picture of a special event in another culture.		PS.2.A.03: Identify the interpersonal skills necessary to build quality relationships.		SL.3.1 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.3 L.3.6	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 2
		PS.2.B.03: Recognize and respect the differences between personal culture and other cultures.		Level 2		
		PS.2.C.03: Apply the steps of solving problems and conflicts with others.		Level 3		

2. The student will determine one positive and one negative response for at least three friendship interactions.	PS.2.A.03 PS.2.B.03 PS.2.C.03		SL.3.1 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.3 L.3.6	P/SD A	Level 2 Level 2 Level 3
3. The student will demonstrate the use of I-Messages for at least three social situations.	PS.2.A.03 PS.2.B.03 PS.2.C.03		SL.3.1 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.3 L.3.6	P/SD A	Level 2 Level 2 Level 3
4. The student will work in a small group to demonstrate the use of STAR to solve at least one common problem in the classroom.	PS.2.A.03 PS.2.B.03 PS.2.C.03		SL.3.1 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.3 L.3.6	P/SD A	Level 2 Level 2 Level 3
ASSESSMENT DESCRIPTIONS*: Students will identify their own cultures' customs and those of others. Students will recognize and use I-Messages when interacting with others. Students will use the STAR problem solving steps when they are faced with problems and conflicts.					
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input checked="" 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 Lessons: Lesson 1 Celebrate Your Culture Lesson 2 Communicating with I-Messages, Part 1 Lesson 3 Communicating with I-Messages, Part 2 Lesson 4 Be a Problem Solving Star				

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4	See Lessons: Lesson 1 Celebrate Your Culture Lesson 2 Communicating with I-Messages, Part 1 Lesson 3 Communicating with I-Messages, Part 2 Lesson 4 Be a Problem Solving Star				
	Direct: Structured Overview Lecture Ls. 3 Explicit Teaching Ls. 2, 4 Drill & Practice Ls. 2 Compare & Contrast Ls. 3 Socratic Questions Demonstrations Ls. 4 Guided & Shared - reading, listening, viewing, thinking Ls. 1, 3	Indirect: <input checked="" type="checkbox"/> Problem Solving Ls. 4 Case Studies Reading for Meaning Inquiry <input checked="" type="checkbox"/> Reflective Discussion Ls. 2 Writing to Inform Concept Formation Concept Mapping Concept Attainment Cloze Procedure	Experiential: Field Trips Narratives Conducting Experiments Simulations <input checked="" type="checkbox"/> Games Ls. 4 Storytelling <input checked="" type="checkbox"/> Focused Imaging Ls. 3 Field Observations <input checked="" type="checkbox"/> Role-playing Ls. 2 Model Building 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 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, 2 <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming Ls. 2, 4 <input checked="" type="checkbox"/> Peer Partner Learning Ls. 2, 4 <input checked="" type="checkbox"/> Discussion Ls. 1, 3 <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning Ls. 4 <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving Ls. 4 <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: What Are Safe And Healthy Choices And How Do I Keep Myself Safe?	Grade Level: 3
Number of Lessons in Unit: 2	
Time Required for each lesson: 30 minutes	
Best time of year to implement this Unit: Anytime	
Lesson Titles:	
Lesson 1: Don't Tease Me!	
Materials/Special Preparations Required	
Work with a classroom teacher to create a scenario in which you tease and pester him/her	
Dry erase, SmartBoard or chart paper and markers	
Lesson 2: Can You Erase the Damage?	
Materials/Special Preparations Required	
Large sheet of butcher paper	
Marker	
Sheet of paper for each student	
Tape	
Missouri Comprehensive Guidance Standard and Counseling Big Idea:	
PS.3: Applying personal safety skills and coping strategies.	
Grade Level Expectations (GLEs):	
PS.3.A.03: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices at school. (DOK Level - 4)	
PS.3.B.03: Identify issues that impact personal safety. (DOK Level - 1)	
American School Counselor Association (ASCA) National Standard:	
Personal/Social Development	
C: Students will understand safety and survival skills.	

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

	Goal 1: Gather, analyze and apply information and ideas
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 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems

	6. Examine problems and proposed solutions from multiple perspectives 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 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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)
Fine Arts	

Unit Essential Questions:

Why is respect important?

Unit Measurable Learning Objectives:

The student will contribute an example of at least one hurtful behavior/statement and one reason for a hurtful behavior/statement to group discussion.
The student will identify three “kind” things to say to others that will replace the “mean” things the group brainstorms.

Unit Instructional Strategies/Instructional Activities:

Direct (Compare & Contrast; Guided & Shared-reading, listening, viewing, thinking)
 Indirect (Reflective Discussion)
 Experiential
 Independent Study
 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 provide kind comments to replace mean comments.

Brief Summary of Unit:

In lesson one, students will learn why people tease and bully others, and ways to appropriately communicate their needs. During lesson two, they will participate in a demonstration of how words cannot be erased once they are said.

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

The students should demonstrate the ability to articulate their feelings.

Unit #1 Title: What Are Safe And Healthy Life Choices And How Do I Keep Myself Safe?	
Lesson Title: Don't Tease Me!	Lesson 1 of 2
Grade Level: 3	
Length of Lesson: 30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: PS.3: Applying personal safety skills and coping strategies.	
Grade Level Expectations (GLEs): PS.3.A.03: Apply effective problem solving, decision-making, and refusal skills to make safe and healthy life choices at school. PS.3.B.03: Identify issues that impact personal safety.	
American School Counselor Association (ASCA) National Standard: Personal and Social Development C: Students will understand safety and survival skills.	

Materials (include activity sheets and/ or supporting resources)

Work with a classroom teacher to create a scenario in which you tease and pester him/her.
Dry erase board, SmartBoard, or chart paper and markers

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

	Goal 1: Gather, analyze and apply information and ideas
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 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits, and other consequences of proposed solutions
	Goal 4: Make decisions and act as responsible members of society

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)
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will contribute an example of at least one hurtful behavior/statement and one reason for a hurtful behavior/statement to group discussion.

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 contribute to group discussion.

Lesson Preparation

Essential Questions: What situations cause students to be, or feel, unsafe? How can I make safe and healthy choices at school?

Engagement (Hook): Based on your plan with the cooperating teacher, enter the classroom and begin teasing them. Get in the teacher’s personal space, and begin teasing and otherwise pestering the teacher.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> When students act surprised, ask, “What is the problem?” Ask students to brainstorm times when they felt unsafe at school (physically or emotionally). Write them down on the board or chart paper. Explain that many times people do things 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students watch, and then try to describe what the problem is. Students should be able to answer questions about what they believe the teacher thought and felt during the skit. Did they appear to feel worried, scared, unsafe, etc. Students brainstorm and offer suggestions. Students listen and discuss why others may
--	---

<p>because they want something (attention, a better seat, to play, to look cool, etc.) but don't always know the best way to handle it. Why do students use these behaviors (those listed from brainstorming)? Write reasons next to the behaviors.</p> <p>4. Ask students if they ever did any of these behaviors and ask for examples. "How did that work for you? Did you get what you wanted?"</p> <p>5. "What are other ways to get what you want?" List student responses on board, SmartBoard or chart paper.</p> <p>6. "Sometimes, no matter how kind you are, you still do not get what you want. How can you handle this?" List student responses. "During the next week, practice positive behaviors that we have talked about today. Watch out for those statements or actions that will hurt the feelings of those around you."</p>	<p>act this way.</p> <p>4. Students provide examples and answer the questions.</p> <p>5. Students contribute ideas such as: "Tell people how you feel." "Ask for what you want." "Wait your turn," etc.</p> <p>6. Students answer counselor questions and offer suggestions. Students agree to practice desired behaviors.</p>
--	--

Teacher Follow-Up Activities

Remind students to use appropriate ways to get what they want.

Counselor reflection notes (completed after the lesson)

Unit #1 Title: What Are Safe And Healthy Life Choices And How Do I Keep Myself Safe?	
Lesson Title: Can You Erase the Damage?	Lesson: 2 of 2
Grade Level: 3	
Length of Lesson: 30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: PS.3: Applying personal safety skills and coping strategies.	
Grade Level Expectations (GLEs): PS.3.A.03: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices at school. PS.3.B.03: Identify issues that impact personal safety.	
American School Counselor Association (ASCA) National Standard: Personal and Social Development C: Students will understand safety and survival skills.	

Materials (include activity sheets and/ or supporting resources)

Large sheet of butcher paper, marker, sheet of paper for each student, tape

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

	Goal 1: Gather, analyze and apply information and ideas
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 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 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 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify three “kind” statements to say to others to replace the “mean” comments the group brainstorms.

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.
 Observation and ability to define caring comments to say to others.

Lesson Preparation

Essential Questions: Why is it important to treat people the way you want to be treated? Can you ever undo the damage caused by mean words and teasing?
Engagement (Hook): “Today - and today only - you are going to get to say mean things to me without me correcting you. You must use words that are appropriate for school.”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Put up large piece of butcher paper. Ask students to say mean things, without using bad words. Write these down on the butcher paper.	1. Students share their mean comments.
2. Talk about the damage words like these can cause in friendship. Discuss how people feel when they hear such negative comments.	2. Students respond to counselor suggestions.
3. “Now, we are going to try to repair the damage. Hand out a sheet of paper to each student and ask him or her to write down something nice to say instead.	3. Students write down kind words on their paper.
4. Ask students to read one of their positive	4. Students share their ideas and tape their

statements. Once he/she has finished, each student will tape the statement over the mean words on the butcher paper.	written statements on the butcher paper.
5. When all students are finished, talk about how there are still words that can be seen on the paper. “Can you ever erase the damage once the words are out?”	5. Students respond to counselor’s question. Students may share times when mean words were said to them and how it felt.

Teacher Follow-Up Activities

Teacher will follow up, asking students to say or write three kind things for each mean or hurtful thing they say to someone.

Counselor reflection notes (completed after the lesson)

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: What Are Safe and Healthy Choices and How Do I Keep Myself Safe? In lesson one, students will learn why people tease and bully others, and ways to appropriately communicate their needs. During lesson two, they will participate in a demonstration of how words cannot be erased once they are said.		SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS: 1. Why is respect important?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVE	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will contribute an example of at least one hurtful behavior/statement and one reason for a hurtful behavior/statement to group discussion.		PS.3.A.03: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices at school.			P/SD C Students will understand safety and survival skills.	Level 4
		PS.3.B.03: Identify issues that impact personal safety.				Level 1
2. The student will identify three “kind” things to say to others to replace the “mean” things the group brainstorms.		PS.3.A.03 PS.3.B.03			P/SD C	Level 4 Level 1
ASSESSMENT DESCRIPTIONS*: Students will provide kind comments to replace mean comments.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	___x_ Direct					

	<input type="checkbox"/> x_ Indirect <input checked="" type="checkbox"/> x_ Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> x_ Interactive Instruction				
1 2	See Lessons: Lesson #1: “Don’t Tease Me” Lesson #1: “Can You Erase the Damage”				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2	See Lessons: Lesson #1: “Don’t Tease Me” Lesson #1: “Can You Erase the Damage”				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> x_ Compare & Contrast (Ls. 1, 2) <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> x_ Guided & Shared - reading, listening, viewing, thinking (Ls. 2)	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> x_ Reflective Discussion (Ls. 1) <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 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 <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	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> x_ Brainstorming (Ls. 1, 2) <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> x_ 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
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					

<p>Unit #2 Title: How Does One Cope With Life Changing Events?</p> <p>Grade Level: 3</p> <p>Number of Lessons in Unit: 2</p> <p>Time Required for each lesson: 30 minutes</p> <p>Best time of year to implement this Unit: Anytime</p> <p>Lesson Titles:</p> <p>Lesson 1: What to do? What to do? Part One</p> <p>Materials/Special Preparations Required</p> <p>Children’s book, such as <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> or <i>P.J. Funnybunny and the Very Bad Bunny</i>.</p> <p><i>Life Changing Situations</i> sheet</p> <p>Pencils</p> <p>Chart paper</p> <p>Markers</p> <p>Lesson 2: What to do? What to do? Part Two</p> <p>Materials/Special Preparations Required</p> <p>Student notes from Lesson 1</p> <p>Any props necessary for skits</p> <p><i>What to Do Solution Sheet</i> –one for each student</p> <p>Pencils</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea:</p> <p>PS.3: Applying personal safety skills and coping strategies</p> <p>Grade Level Expectation (GLE):</p> <p>PS.3.C.03: Identify coping skills for managing life changes or events. (DOK Level - 1)</p> <p>American School Counselor Association (ASCA) National Standard:</p> <p>Personal/Social Development</p> <p>C: Students will understand safety and survival skills.</p>

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>5. Comprehend and evaluate written, visual and oral presentations and works</p> <p>6. Discover and evaluate patterns and relationships in information, ideas and structures</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, questions and ideas while recognizing the perspectives of others</p> <p>6. Apply communication techniques to the job search and to the workplace</p>

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 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 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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 and ideas
Mathematics	
Social Studies	
Science	
X Health/Physical Education	<ol style="list-style-type: none"> 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) 7. Responses to emergency situations
Fine Arts	

Unit Essential Questions:

How can I adapt to change?

Unit Measurable Learning Objectives:

The student will identify at least one emotion associated with a life-changing event.
 The student will work cooperatively to determine at least one coping skill for dealing with a life change scenario.

Unit Instructional Strategies/Instructional Activities:

 Direct (Guided & Shared-reading, listening, viewing, thinking)
 Indirect (Problem Solving; Reflective Discussion)
 Experiential (Simulations; Role-playing)

Independent Study
 Interactive Instruction (Role Playing; Peer Partner Learning; Cooperative Learning; 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 identify at least one emotion associated with life changes. Students will work with group members to demonstrate at least one coping skill utilized in response to one life change scenario.

Brief Summary of Unit:

In small groups, students will work together to determine how to best cope with a life-changing event.

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

Knowing what life-changing events are

How to work in groups

<p>Unit 2 Title: How does one cope with life-changing events?</p> <p>Lesson Title: What To Do? What To Do? Part One Lesson 1 of 2</p> <p>Grade Level: 3</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.3: Applying Personal Safety Skills and Coping Strategies</p> <p>Grade Level Expectation (GLE): PS.3.C.03: Identify coping skills for managing life changes or events.</p> <p>American School Counselor Association (ASCA) National Standard: Personal/Social Development C: Students will understand safety and survival skills</p>

Materials (include activity sheets and/ or supporting resources)

Children’s book, such as *Alexander and the Terrible, Horrible, No Good, Very Bad Day* or *P.J. Funnybunny and the Very Bad Bunny*, *Life Changing Situations* sheet (cut into separate situation strips), pencils, chart paper and markers

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>5. Comprehend and evaluate written, visual and oral presentations and works</p> <p>6. Discover and evaluate patterns and relationships in information, ideas and structures</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, questions and ideas while recognizing the perspectives of others</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>1. Identify problems and define their scope and elements</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>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>7. Identify and apply practices that preserve and enhance the safety and health of self and</p>

	others
--	--------

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) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 7. Responses to emergency situations
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

<p>The student will identify at least one emotion associated with a life-changing event. The student will work cooperatively to determine at least one coping skill for dealing with a life change scenario.</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. Students will identify at least one emotion associated with life changes. Students will work with group members to determine at least one coping skill utilized in response to a life change scenario.</p>

Lesson Preparation

<p>Essential Questions: How can you cope with a life-changing event?</p> <p>Engagement (Hook): Read a story about a character who has to deal with frustration or other emotions, such as <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> or <i>P. J. Funnybunny and the Very Bad Bunny</i>.</p>

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Discuss examples of life-changing events, using the fictional character as a reference. What was out of the character’s control? What could that character control? 2. Divide students into small groups. Give each group a piece of chart paper and a different colored marker. Give each group a life-changing situation slip. They will brainstorm ways to deal with the situation and record responses on the chart paper. Groups will begin preparing a skit to present their ideas to the remaining class members. 3. Circulate around the room ensuring that they are all on task. Warn students when they are close to wrap-up time. 4. Remind students that they will present their ideas during the next lesson. 	<ol style="list-style-type: none"> 1. Students listen and participate in discussion. 2. Students get into groups to read their scenarios and to brainstorm how to handle the situations. If time allows, students may begin developing skits. 3. Students will continue to formulate plan for coping with a life change scenario and develop a skit to illustrate their ideas. 4. Students finish up and go back to their seats.

Teacher Follow-Up Activities

Remind students of the things they can – and cannot – control. Work with students to develop effective coping skills when life-changing events occur.

Counselor reflection notes (completed after the lesson)

Lesson 1 Materials

Life-Changing Situations

1. Missy has been begging her parents for a dog for months. For her birthday, her parents surprised her with a puppy. Now Missy is responsible for the puppy's care. **What to do? What to do?**

2. Jeremiah's mother just had a new baby boy. He's excited about having a new baby in the family, but worries about sharing time with his parents. **What to do? What to do?**

3. Perla's dad just got remarried, and his stepmom does things very differently than her mom does. Perla has already gotten in trouble for not putting her clothes away correctly. **What to do? What to do?**

4. Frankie's brother, Julius, just returned from college for winter break. He feels excited that Julius is home; however, he has to share his little brother's room so that Julius has a place to sleep.
What to do? What to do?

5. Sunny has been looking forward to playing a game with her best friend at recess. When she gets outside, she finds out that her friend wants to play with a student who just started school today. **What to do? What to do?**

6. When Josh comes home from school, he finds out that his little brother trashed his room while he was gone. He even broke Josh's favorite toy. **What to do? What to do?**

<p>Unit 2 Title: How does one cope with life-changing events?</p> <p>Lesson Title: What to do? What to Do? Part Two Lesson: 2 of 2</p> <p>Grade Level: 3</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.3: Applying Personal Safety Skills and Coping Strategies</p> <p>Grade Level Expectation (GLE): PS.3.C.03: Identify coping skills for managing life changes or events.</p> <p>American School Counselor Association (ASCA) National Standard: Personal/Social Development C: Students will understand safety and survival skills</p>
--

Materials (include activity sheets and/ or supporting resources)

Student notes from Lesson 1, any props necessary for skits, copies of *What to Do Solution Sheet* for each student, pencils

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>5. Comprehend and evaluate written, visual and oral presentations and works</p> <p>6. Discover and evaluate patterns and relationships in information, ideas and structures</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, questions and ideas while recognizing the perspectives of others</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>1. Identify problems and define their scope and elements</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>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>7. Identify and apply practices that preserve and enhance the safety and health of self and others</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) 6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
X Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will answer the question “what I learned” for at least two life-changing event scenarios.

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 perform skits and record ideas for problem solving in various situations.

Lesson Preparation

Essential Questions:

How can people learn how to cope with a life-changing event?

Engagement (Hook): Review story from last session. “What advice would you give to [the character’ name] to make his/her day better?”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Remind students that in the last lesson they were given life-changing situations to practice coping skills and problem solving. “Now it is your turn to show how to cope.”	1. Students will respond to counselor prompts and prepare to demonstrate their coping skill skits to classmates.
2. Hand a solution sheet to each student and	2. Students prepare for activity.

<p>explain they will write down ideas for problem solving and coping in life-changing situations as they watch the skits that are presented.</p> <ol style="list-style-type: none">3. Have each group present skits. Once the group has finished, ask group members what coping skills the skit showed.4. Give each group a power clap after they present. (Count 1, 2, 3 and everybody claps once)5. Discuss with students the notes they made on their solution sheets.	<ol style="list-style-type: none">3. Student groups present skits. Classmates watch, listen, and record responses.4. Students receive power claps.5. Students finish solution sheets and use for discussion.
---	--

Teacher Follow-Up Activities

Give feedback to students on their coping skills when life-changing events occur.

Counselor reflection notes (completed after the lesson)

Name: _____

Date: _____

What to Do Solution Sheet

Situation 1: Missy has been begging her parents for a dog for months. For her birthday, her parents surprised her with a puppy. Now Missy is responsible for the puppy's care.

What did she do?

Situation 2: Jeremiah's mother just had a new baby boy. He's excited about having a new baby in the family, but worries about sharing time with his parents.

What did he do?

Situation 3: Perla's dad just got remarried, and his stepmom does things very differently than her mom does. Perla has already gotten in trouble for not putting her clothes away correctly.

What did she do?

Situation 4: Frankie's brother, Julius, just returned from college for winter break. He feels excited that Julius is home; however, he has to share his little brother's room so that Julius has a place to sleep.

What did he do?

Situation 5: Sunny has been looking forward to playing a game with her best friend at recess. When she gets outside, she finds out that her friend wants to play with a student who just started school today.

What did she do?

Situation 6: When Josh came home from school, he found out that his little brother trashed his room while he was gone. He even broke Josh's favorite toy.

What did he do?

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: How Does One Cope With Life Changing Events? In small groups, students will work together to determine how best to cope with a life-changing event. They will plan and present a skit on this situation and make notes on coping skills to use in various situations.		SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS: 1. How can I adapt to change?						
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 at least one emotion associated with a life-changing event.		PS.3.C.03: Identify coping skills for managing life changes or events.			P/SD C. Students will understand safety and survival skills.	Level 1
2. The student will work cooperatively to demonstrate at least one coping skill for dealing with a life change scenario.		PS.3.C.03:			P/SD C.	Level 1
ASSESSMENT DESCRIPTIONS*: Students will work in groups to determine coping skills to use with life-changing events. They will perform skits for each other and write what they learned from each presentation.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2	See Lessons: Lesson #1: What to do? What to do? Part I Lesson #2: What to do? What to do? Part II					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1	See Lessons: Lesson #1: What to do? What to do? Part I					

2	Lesson #2: What to do? What to do? Part II				
	<p>Direct:</p> <ul style="list-style-type: none"> <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. 2) 	<p>Indirect:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Problem Solving (Ls. 2) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 2) <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 	<p>Experiential:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations (Ls. 1) <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. 2) <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys 	<p>Independent Study</p> <ul style="list-style-type: none"> <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 	<p>Interactive Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing (Ls. 1) <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input checked="" type="checkbox"/> Peer Partner Learning (Ls. 1) <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning (Ls. 1) <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 2) <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: That's How You Do It!	Grade Level: 3
Number of Lessons in Unit: 2	
Time Required for each lesson: 30-35 minutes each	
Lesson Titles:	
Lesson # 1: Help Is On The Way!	
Materials/Special Preparations Required:	
<i>Study/Test Taking Habits Inventory</i>	
<i>Study/Test Taking BINGO sheet</i>	
Lesson # 2: BINGO!	
Materials/Special Preparations Required:	
<i>Study/Test Taking Habits Inventor</i>	
<i>Study/Test Taking BINGO sheet</i> from previous lesson	
<i>Study/Test Taking BINGO cards</i> (for drawing)	
Pencils/Markers for each student	
Optional: Small reward for students	
Missouri Comprehensive Guidance and Counseling Big Idea:	
AD.4: Applying Skills Needed for Educational Achievement	
Grade Level Expectations (GLEs):	
AD.4.A.03: Identify and practice study skills and test taking strategies. (DOK Level - 2)	
AD.4.B.03: Recognize and practice basic time management and organizational skills for assignments and/or task completion. (DOK Level - 2)	
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.	

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 refine research. 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 6. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society

	8. Explain reasoning and identify information used to support decisions. 4. Recognize and practice honesty and integrity in academic work and in the workplace.
--	--

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.
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What skills and strategies help me to complete tasks?

Unit Measurable Learning Objectives:

<p>The student will identify study skills and test taking strategies.</p> <p>The student will describe the importance of using basic time management and organizational skills for assignments and/or task completion.</p>
--

Unit Instructional Strategies/Instructional Activities:

<p><input type="checkbox"/> Direct</p> <p><input checked="" type="checkbox"/> Indirect (Reading for Meaning)</p> <p><input checked="" type="checkbox"/> Experiential (Games)</p> <p><input checked="" type="checkbox"/> Independent Study (Assigned Questions)</p> <p><input checked="" type="checkbox"/> Interactive Instruction (Discussion)</p>
--

Unit Summative Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLEs.</p> <p>Assessment can be question answer, performance activity, etc.</p> <p>The student will self-assess their proficiency with study skills, test taking strategies, and basic time management and organizational skills.</p>

Brief Summary of Unit:

<p>Students will self-assess their study skills, test taking strategies, and basic time management and organizational skills following classroom discussion. Concepts will be reinforced through a BINGO game.</p>
--

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

<p>Demonstrate skills needed to complete classroom tasks independently.</p> <p>Build individual work habits and study skills that apply to a variety of learning situations.</p>
--

Unit #1 Title: That's How You Do It!	
Lesson Title: Help Is On The Way!	Lesson: 1 of 2
Grade Level: 3	
Length of Lesson: 30-35 min.	
Missouri Comprehensive Guidance and Counseling Big Idea: AD.4: Applying Skills Needed for Educational Achievement	
Grade Level Expectations (GLEs): AD.4.A.03: Identify and practice study skills and test taking strategies. AD.4.B.03: Recognize and practice basic time management and organizational skills for assignments and/or task completion.	
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 life span.	

Materials (include activity sheets and/ or supporting resources)

<i>Study/Test Taking Habits Inventory</i> <i>Study/Test Taking BINGO sheet</i>

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 refine research. 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 perspective of others.
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 6. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 4. Recognize and practice honesty and integrity in academic work and in the workplace.

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.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will self-assess ability to demonstrate 24 different study skills.

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 inventory that self-assesses proficiency with study skills, test taking strategies, and basic time management and organizational skills.

Lesson Preparation

Essential Questions:
 Why do are study skills important

Engagement (Hook):
 Counselor goes into class obviously unprepared (mismatched clothing, messy hair, forgotten materials, eating). Counselor asks students, “Do I look prepared for class today?”

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Today we are going to discuss study and test taking habits and learn about our habits. Counselor distributes the <i>Study/Test Taking Habits Inventory</i>. 2. Counselor reads the <i>Study/Test Taking Habits Inventory</i> as students follow along and responds to each item. 3. Counselor distributes <i>Study/Test Taking Habits BINGO sheet</i>. Counselor explains 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students get out a pencil, write their name on their sheets and read over the inventory while waiting. 2. Students put an X in the space that best describes their knowledge/use of the skill. Students also join in the discussion. 3. Students write key words on the BINGO sheet in any spot that they wish.
--	--

<p>that, as each skill is discussed, the students should write the key word, which is in bold and underlined in anyone of the squares on their BINGO sheet.</p> <p>4. Counselor collects both sheets. The inventory can be shared with teachers or can be kept for comparison for a lesson in grade</p> <p>5. Counselor tells students that the next lesson will be one in which study/test skills will be reviewed by playing Bingo using their Bingo Cards they made.</p>	<p>4. The students return papers or put them away as instructed.</p> <p>5. Students listen.</p>
---	---

Teacher Follow-Up Activities

Teacher may review the study/test taking strategies as appropriate in class.

Counselor reflection notes (completed after the lesson)

NAME _____

DATE _____

STUDY/TEST TAKING HABITS INVENTORY

Directions: Answer the questions truthfully by placing a checkmark in the appropriate column. Discover how many good study/test taking habits you have. You may surprise yourself!!

	Always	Sometimes	Never
1. I am an active listener and class participant.			
2. I make sure I have enough energy .			
3. I keep an assignment notebook for homework.			
4. I choose a regular time to study .			
5. I have the materials I need before I start.			
6. I prepare for a test at least a few days before I take it.			
7. I find a place with good lighting, a desk and a chair.			
8. I work with no interruptions .			
9. I work steadily without daydreaming.			
10. I take necessary breaks .			
11. I get a good night's rest before a test.			
12. I start my assignments quickly .			
13. I hand in my assignments on time .			
14. I keep a dictionary available .			
15. I check over my work .			
16. I eat a good breakfast on test day.			
17. I read through a chapter of a book and then skim for facts afterwards.			
18. I reward myself after studying.			
19. I take notes .			
20. I listen to the directions .			
21. I ask the teacher for help if I need it.			
22. I do the easiest ones first so I will have more time to spend on the harder ones.			
23. I write neatly and accurately .			

STUDY/TEST TAKING BINGO

NAME: _____

		Free Space		

<p>Unit #1 Title: That’s How You Do It!</p> <p>Lesson Title: BINGO! Lesson: 2 of 2</p> <p>Grade Level: 3</p> <p>Length of Lesson: 30-35 min.</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.03: Identify and practice study skills and test taking strategies. AD.4.B.03: Recognize and practice basic time management and organizational skills for assignments and/or task completion.</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 life span.</p>
--

Materials (include activity sheets and/ or supporting resources)

<p><i>Study/Test Taking Habits Inventor</i> <i>Study/Test Taking BINGO sheet</i> from previous lesson <i>Study/Test Taking BINGO cards</i> (for drawing) Pencils/Markers for each student Optional: Small reward for students</p>

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 refine research. 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 perspective of others.
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems. 6. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 1: Explain reasoning and identify information used to support decisions. 4. Recognize and practice honesty and integrity in academic work and in the workplace.

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.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify study skills and test taking strategies.
 The student will describe the importance of using basic time management and organizational skills for assignment and/or task completion.

Lesson Formative Assessment (acceptable evidence):

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

The students will play a game that emphasizes study skills, test taking strategies, basic time management, and organizational skills.
 The students will explain skills and/or the value of performing that skill.

Lesson Preparation

Essential Questions:
 Why do you need study skills?

Engagement (Hook):
 Counselor leads the class in the following song to the tune of *B-I-N-G-O*:
S-T-U-D-Y
S-T-U-D-Y
S-T-U-D-Y
Study is our game-o

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor distributes each student's <i>Study/Test Taking BINGO sheet</i> . (If student	1. Students should get out a pencil, and may read over the sheet while waiting.

<p>was absent during the last lesson, student will get a counselor prepared <i>Study/Test Taking BINGO sheet</i>)</p> <ol style="list-style-type: none"> 2. Counselor briefly reviews how to play BINGO. “Today’s game is based on the study skills/test taking strategies reviewed in our previous lesson.” 3. Counselor explains that, as each skill is called, the students should mark where they have the key word on their BINGO sheet. 4. As the key words are drawn, students will be asked to provide either a brief description of the skill or a brief explanation of how it can be used. 5. Counselor tells students that, by using these skills consistently, they will all be winners in school. <p>(GAME OPTIONS: You can play several times by having students use different colored markers for each game. Black out, four corners, X or T or L games are also options.</p> <p>Or</p> <p>Students can circle the skill they either need to work on most, or found most helpful, etc.)</p>	<ol style="list-style-type: none"> 2. Students listen 3. Students mark an X when the key words are called. 4. Students provide responses 5. Students listen
--	---

Teacher Follow-Up Activities

Teacher may review the study/test taking strategies as appropriate in class.

Counselor reflection notes (completed after the lesson)

STUDY/TEST TAKING BINGO

NAME: _____

Active Listener	Take Notes	Regular Time to Study	Listen to Directions	Assignment Notebook
Read Through a Chapter	Reward myself	Skim for Facts	Energy	Good Night's Rest
Find a Place	Prepare for a Test	Free Space	Have the Materials	Work with no Interruptions
Check Over My Work	Eat a Good Breakfast	Work Steadily	Ask for Help	Take Necessary Breaks
Write Neatly and Accurately	Keep a Dictionary Available	Assignments on Time	Do Easiest First	Start my Assignments Quickly

Study/Test Taking BINGO cards

Cut these apart for drawing

Active Listener	Take Notes	Regular Time to Study	Listen to Directions	Assignment Notebook
Read Through a Chapter	Reward myself	Skim for Facts	Energy	Good Night's Rest
Find a Place	Prepare for a Test		Have the Materials	Work with no Interruptions
Check Over My Work	Eat a Good Breakfast	Work Steadily	Ask for Help	Take Necessary Breaks
Write Neatly and Accurately	Keep a Dictionary Available	Assignments on Time	Do Easiest First	Start my Assignments Quickly

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.

				L.3.4 L.3.5 L.3.6		
ASSESSMENT DESCRIPTIONS*:						
The student will self-assess their ability in study skills, test taking strategies, and basic time management and organizational skills.						
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 checked="" type="checkbox"/> Interactive Instruction					
1 2	See Lessons: Lesson # 1: Help Is On The Way! Lesson # 2: BINGO!					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2	See Lessons: Lesson # 1: Help Is On The Way! Lesson # 2: BINGO!					
	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 type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	Indirect: <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input checked="" type="checkbox"/> Reading for Meaning (Ls. 1) <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 checked="" type="checkbox"/> Games (Ls. 2) <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 checked="" type="checkbox"/> Assigned Questions (Ls. 1) <input type="checkbox"/> Learning Centers	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 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 #1 Title: How to Succeed in Third Grade	Grade Level: 3
Number of Lessons in Unit: 2	
Time Required for each lesson: 30 minutes	
Best time of year to implement this Unit: Beginning of 3 rd grade	
Lesson Titles:	
Lesson # 1: Acting Like a Third Grader (Part 1)	
Materials/Special Preparations Required:	
Chart paper and markers (smart board, dry erase board could be used)	
4 hats with K, 1,2, and 3 rd grade signs	
Activity Sheet - Skit Script Sheet and pencils	
Lesson # 2: Acting Like a Third Grader (Part 2)	
Materials/Special Preparations Required:	
Chart paper from last lesson	
1 hat	
Activity Sheet - Skit Script Sheet and pencils	
Missouri Comprehensive Guidance Standard Big Idea:	
AD.5: Applying the Skills of Transitioning Between Educational Levels	
Grade Level Expectation (GLE):	
AD.5.A.03: Revise and practice strategies to meet increased school activities. (DOK Level - 3)	
American School Counselor Association National Standard (ASCA):	
Academic School	
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 6. Discover and evaluate patterns and relationships in information, ideas, and structures
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented and solved problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

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

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

Unit Essential Questions:

What do people expect you to do?

Unit Measurable Learning Objectives:

The student will work with a team of two or more to create a skit exemplifying at least two additional strategies or skills expected of third grade students.

Unit Instructional Strategies/Instructional Activities:

- Direct (Compare & Contrast; Demonstrations)
- Indirect (Reflective Discussion)
- Experiential (Role-playing)
- Independent Study
- Interactive Instruction (Role Playing; Peer Partner Learning; Discussion; Cooperative Learning)

Unit Summative Assessment (acceptable evidence):

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

Skits written and performed by students will demonstrate the skills and behaviors used by 3rd graders to succeed.

Brief Summary of Unit:

Students will identify skills necessary for success in third grade, particularly those not used in previous grades. They will practice the new skills by acting out skits demonstrating their use.

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

Develop strategies to meet increased school expectations
 K, 1, 2 expectations
 Vocabulary: Expectations

<p>Unit #1 Title: How to Succeed in Third Grade</p> <p>Lesson Title: Acting Like a Third Grader (Part 1) Lesson: 1 of 2</p> <p>Grade Level: 3</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance Standard Big Idea: AD.5: Applying the Skills of Transitioning Between Educational Levels</p> <p>Grade Level Expectation (GLE): AD.5.A.03: Revise and practice strategies to meet increased school activities</p> <p>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</p>
--

Materials (include activity sheets and/ or supporting resources)

<p>Chart paper and marker for chart paper. 4 hats with K, 1,2, and 3rd grade signs Activity Sheet - Skit Script Sheet and pencils</p>
--

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>1. Develop questions and ideas to initiate and refine research</p> <p>6. Discover and evaluate patterns and relationships in information, ideas, and structures</p>
	Goal 2: Communicate effectively within and beyond the classroom
X	<p>Goal 3: Recognize and solve problems</p> <p>2. Develop and apply strategies based on ways others have prevented or solve problems</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information to support decisions</p> <p>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</p>

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

	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. 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

	Fine Arts	
--	-----------	--

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will work with a team of two or more to create a skit exemplifying at least two additional strategies or skills expected of third grade students.

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 work as teams to write skits exemplifying skills and behaviors expected of third grade students.

Lesson Preparation

Essential Questions:

- Why do expectations change over time?
- How can people meet changing expectations?

Engagement (Hook):

Counselor brings in four different hats. On each hat the following is written: Hat 1 – Kindergartener, Hat 2 – 1st Grader, Hat 3 – 2nd Grader, Hat 4 – 3rd Grader. The counselor can put on each hat or select four different students to wear the hats. If students wear hats, make sure you only let one student wear the hat and then wash the hats after the activity. Tell a little story about the different school expectations of K, 1, and 2 or have student contribute ideas to the story. Talk about academic and social expectations. Then lead in to the lesson of what is expected of a successful 3rd grade student.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Counselor will ask students how 3rd grade is going so far. What are the differences between 2nd grade and 3rd grade? 2. Counselor asks students to brainstorm expectations for successful 3rd grade students. The counselor will write ideas on the chart paper as students brainstorm. They will look at this list and highlight the 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students will raise their hands and share how 3rd grade is going so far. Students will share the differences from 2nd grade to 3rd grade? 2. Students will brainstorm expectations for 3rd grade.
---	---

<p>ones that are new for 3rd grade. Some skills will be continued from grade to grade.</p> <p>3. You are going to be skit writers and actors. The counselor will divide students into small groups of 3 or 4 students.</p> <p>4. Before starting the counselor will review the rules for working in small groups.</p> <ol style="list-style-type: none"> a. Share ideas by taking turns. b. Listen to ideas respectfully. c. Be a responsible group member. <p>5. Each group will be given an expectation from 3rd Grade list brainstormed in step # 2. In the small groups the students will write a skit based on this expectation.</p> <p>6. The counselor collects the skit activity sheets and shares with students that they will continue to work on the skits next session and perform the skits for the rest of the class.</p>	<p>3. Students develop a skit and then role-play situations they have observed in their third grade experience.</p> <p>4. Students will review the rules and discuss the importance of each rule.</p> <p>5. Students will work together in small groups to write a skit. Once the skit is written the students will decide who is going to play what part and practice the skit.</p> <p>6. Students finish up their work in groups.</p>
--	---

Teacher Follow-Up Activities

Teacher continues to enforce grade level expectations and requirements.

Counselor reflection notes (completed after the lesson)

Skit Script Activity Sheet

3rd grade expectation for skit: _____

Character Parts:

Student:

Skit lines:

<p>Unit #1 Title: How to Succeed in Third Grade</p> <p>Lesson Title: Acting Like a Third Grader (Part 2) Lesson: 2 of 2</p> <p>Grade Level: 3</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance Standard Big Idea: AD.5: Applying the Skills of Transitioning Between Educational Levels</p> <p>Grade Level Expectation (GLE): AD.5.A.03: Revise and practice strategies to meet increased school activities.</p> <p>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</p>

Materials (include activity sheets and/ or supporting resources)

<p>Chart paper with 3rd grade expectations from last session</p> <p>1 hat – 3rd grade hat from last session</p> <p>Pencil</p> <p>Skit Script Activity Sheet</p>

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>1. Develop questions and ideas to initiate and refine research</p> <p>6. Discover and evaluate patterns and relationships in information, ideas, and structures</p>
	Goal 2: Communicate effectively within and beyond the classroom
X	<p>Goal 3: Recognize and solve problems</p> <p>2. Develop and apply strategies based on ways others have prevented or solve problems</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information to support decisions</p> <p>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.</p>

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

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. 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
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will work with a team of two or more students to perform a skit exemplifying at least two additional strategies or skills expected of third grade students

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.

Skit performed by students will demonstrate the skills and behaviors used by 3rd Grade students to succeed in school that was not required of them in second grade.

Lesson Preparation

Essential Questions:

Why do expectations change over time?
How can people meet changing expectations?

Engagement (Hook):

Remind students that they are going to continue their work on skits in small groups.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> The counselor divides the students back into the same small groups of 3 or 4 students. Before starting their group work the counselor will review the rules for working in small groups. <ol style="list-style-type: none"> Share ideas by taking turns. Listen to ideas respectfully. Be a responsible group member. Everyone is an important group member. The counselor instructs each group to continue working on their skit and practicing their role-play. The counselor 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students will prepare to continue their work in small groups. Students will review the rules and discuss the importance of each rule. Students will work together in small groups to write a skit. Once the skit is written the students will decide who is going to play
--	---

<p>helps supervise this process to give suggestions if needed.</p> <p>4. The counselor instructs each small group to perform their skit. Before starting the skit the counselor will remind the class to listen respectfully and be a responsible class member.</p> <p>5. After each skit the counselor reviews the importance of the topic performed.</p> <p>6. When all of the skits have been performed the counselor closes the class by waving the wand and saying to the students, “You are now 3rd grade students in the present time.”</p>	<p>what part and practice the skit.</p> <p>4. Students perform their skits.</p> <p>5. Students contribute ideas of why the expectation is important for 3rd grade students.</p> <p>6. The students bring themselves back to the present time and close the class with the counselor.</p>
---	---

Teacher Follow-Up Activities

Teacher continues to enforce grade level expectations and requirements. The teacher will review the skit activity sheets students wrote.

Counselor reflection notes (completed after the lesson)

Skit Script Activity Sheet

3rd grade expectation for skit: _____

Character Parts:

Student:

Skit lines:

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: How to Succeed in Third Grade		SUGGESTED UNIT TIMELINE: 2 Lessons				
Students will identify skills necessary for success in third grade, particularly those not used in previous grades. They will practice the new skills by acting out skits demonstrating their use.		CLASS PERIOD: 30 minutes each				
ESSENTIAL QUESTIONS:						
1. What do people expect you to do?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will work with a team of two or more to create a skit exemplifying at least two additional strategies or skills expected of third grade students.		AD.5.A.03: Revise and practice strategies to meet increased school activities.		RL.3.6 RF.3.3 W.3.3 W.3.4 W.3.8 SL.3.1 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6	AD A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.	Level 3
ASSESSMENT DESCRIPTIONS*:						
Skits written and performed by students will demonstrate the skills and behaviors used by 3 rd graders to succeed.						
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	See Lessons: Lesson # 1: Acting Like a Third Grader (Part 1) Lesson # 2: Acting Like a Third Grader (Part 2)				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1	See Lessons: Lesson # 1: Acting Like a Third Grader (Part 1) Lesson # 2: Acting Like a Third Grader (Part 2)				
	Direct: <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 checked="" type="checkbox"/> Demonstrations (Ls. 2) <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 checked="" type="checkbox"/> Reflective Discussion (Ls. 1, 2) <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 checked="" type="checkbox"/> Role-playing (Ls. 2) <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	Interactive Instruction <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing (Ls. 2) <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input checked="" type="checkbox"/> Peer Partner Learning (Ls. 1) <input checked="" type="checkbox"/> Discussion (Ls. 1, 2) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning (Ls. 1) <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					

Grade Level/Course Title: Gr 3/ AD5-Gr3-Unit1

Course Code: Academic Development

http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

<p>Unit #1 Title: Educational Goal-Setting and Self-Assessment Skills</p> <p>Grade Level: 3</p> <p>Number of Lessons in Unit: 2</p> <p>Time Required for each lesson: 30 minutes</p> <p>Lesson Titles: Lesson 1: Goal Setting and Self-Assessment Materials/Special preparations Required: 5 consecutive spelling test grades for each student <i>Test Score Goal Sheet</i> <i>Test Scores Bar Graph Sheet</i> Pencil and crayons for each child Scale and materials to put on it (rocks & cotton balls)</p> <p>Lesson 2: Reflection on Educational Goal Setting and Self-Assessment Materials/Special preparations Required: Spelling or other content area score from their last test Test Score Analysis Sheet Each student's <i>Test Score Goal Sheet</i> and <i>Test Score Bar Graph Sheet</i> from Lesson I Writing Materials</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.03: Identify education goal-setting and self-assessment skills. (DOK Level - 2)</p> <p>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.</p>
--

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 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
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 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	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals
---	--

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) 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics 3. Data analysis, probability, and statistics
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

Unit Essential Questions:

How do I make decisions that will help me to be successful?
How do individuals make positive changes?

Unit Measurable Learning Objectives:

The student will track five spelling test scores to determine (self-assessment) a goal for improving or continuing their performance.
The student will establish a goal and identify at least three steps they will take to reach his/her goal.
The student will chart and compare test score to determine if he/she has been successful in meeting his/her goal and predict their future performance.

Unit Instructional Strategies/Instructional Activities:

- Direct (Compare & Contrast, Guided & Shared)
- Indirect (Problem Solving, Reflective Discussion, Writing to Inform)
- Experiential (Conductng Experiments)
- Independent Study
- Interactive Instruction

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE.
Assessment can be question answer, performance activity, etc.
The student will track and analyze his/her test scores after setting a goal for score improvement.

Brief Summary of Unit:

Students will graph scores for their last 5 spelling test grades, reflect on their scores, brainstorm how to improve their scores and set a goal to achieve a higher score on the next spelling test; students will then reflect on their next spelling or other content score to see if they met their goal, what steps they took to improve and how they can improve their next score.

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

Students should know how to interpret and make a bar graph; brainstorm ideas; follow directions, and write.

Unit #1 Title: Educational Goal-Setting and Self-Assessment Skills	
Lesson Title: Goal Setting and Self-Assessment	Lesson: 1 of 2
Grade Level: 3	
Length of Lesson: 30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: AD.6: Developing and Monitoring Personal Plan of Study	
Grade Level Expectation (GLE): AD.6.A.03: Identify education goal-setting and self-assessment skills.	
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.	

Materials (include activity sheets and/ or supporting resources)

<p>5 consecutive test grades for each student <i>Test Score Goal Sheet,</i> <i>Test Scores Bar Graph Sheet</i> Pencil and crayons for each child Scale and materials to put on it (rocks & cotton balls)</p>
--

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

X	Goal 1: Gather, analyze and apply information and ideas 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
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 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	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals

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) 6. Participating in formal and informal presentations and discussions of issues and ideas
X Mathematics	3. Data analysis, probability, and statistics
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

<p>The student will track five spelling test scores to determine (self-assessment) a goal for improving or continuing their performance.</p> <p>The student will establish a goal and identify at least three steps they will take to reach his/her goal.</p>

Lesson Formative Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLE.</p> <p>Assessment can be question answer, performance activity, etc.</p> <p>The student will set a test score goal and graph their progress.</p>
--

Lesson Preparation

<p>Essential Questions:</p> <p>How do individuals make positive changes?</p> <p>Engagement (Hook): Bring in the scale and show the students how it works even when there is nothing on it. Put cotton balls on the scale to signify 4 As on their spelling tests. Put 1 heavy rock on the scale to signify an F on a spelling test. Counselor lets the students know how much the F weighs their grade down.(Spelling is used as an example in this lesson but counselors and teachers may substitute other content areas assessment as deemed necessary per the school's curriculum.)</p>
--

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor hands out <i>Test Score Bar Graph</i>	1. Students place their writing and drawing

<p><i>Sheet</i> and list of last 5 spelling scores or other content area assessment scores for each child (each child places writing material on desk).</p> <ol style="list-style-type: none"> 2. Counselor instructs students to write their names at the top of their <i>Test Score Bar Graph Sheet</i>. 3. Counselor explains that the students are going to fill out the <i>Test Score Bar Graph Sheet</i> using their last 5 spelling test scores. Students are instructed to write the date of the oldest test score they have in the first column that says date. 4. Counselor directs students to write the score of the spelling test they took on that date under the date box. 5. Counselor directs the students to find the box that score would fall in and make a star in that box with their pencil. 6. After checking each student's paper, counselor directs the students to choose a crayon and color the column up to, and including, the box with the star. 7. Counselor continues the same procedure with all scores, leaving last column blank. 8. Counselor collects papers to save for Lesson 2 and hands out <i>Test Scores Goal Sheet</i>, instructing students to write their names on their papers. 9. Counselor directs students to write down their last 5 spelling test scores. 10. Counselor instructs students to pick a score higher than their last scores as their spelling goal for the week. 11. Counselor instructs students to come up with some ways to achieve their goals 	<p>materials on their desk.</p> <ol style="list-style-type: none"> 2. Students follow directions. 3. Students follow directions. 4. Students follow directions. 5. Students follow directions. 6. Students follow directions. 7. Students follow directions. 8. Students follow directions. 9. Students follow directions 11. Students follow directions 11. Students brainstorm ideas and write ones they think they can implement.
--	--

<p>(study the night before the test, study every night, get a study buddy to help, write the words 5 times, look for word patterns, etc) and to write them on their papers.</p> <p>12. Teacher closes lesson by collecting the <i>Test Score Goals Sheets</i> to save for Lesson 2 and reminding students to focus on their goals. Students are asked to discuss how this would help to improve grades.</p>	<p>12. Students respond with ways this strategy could help to improve their grades.</p>
---	---

Teacher Follow-Up Activities

Teacher will review the importance of good study habits as a skill necessary for success in school. Review the *Test Score Goal Sheet* and *Test Score Bar Graph* sheet and use in various curriculum areas to help students track their progress.

Counselor reflection notes (completed after the lesson)

_____ Test Scores Goal Sheet

Name _____

1. List your last 5 _____ test scores.

A. _____

B. _____

C. _____

D. _____

E. _____

2. What is my goal for my next _____ test score?

3. What steps will I take to reach my goal?

Name _____

_____ **Test Scores Bar Graph Sheet**
Lesson 1

Score	Date:	Date:	Date:	Date:	Date:	Next Test Date:
Test Score						
95-100%						
91-95%						
86-90%						
81-85%						
76-80%						
71-75%						
66-70%						
61-65%						
56-60%						
51-55%						
46-50%						
41-45%						
36-40%						
31-35%						
26-30%						
21-25%						
16-20%						
11-15%						
6-10%						
0-5%						

<p>Unit #1 Title: Educational Goal-Setting and Self-Assessment Skills</p> <p>Lesson Title: Reflection on Educational Goal Setting and Self-Assessment Lesson: 2 of 2</p> <p>Grade Level: 3</p> <p>Length of Lesson: 30 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.03: Identify education goal-setting and self-assessment skills.</p> <p>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.</p>
--

Materials (include activity sheets and/ or supporting resources)

<p>Spelling or other content area score from their last test</p> <p><i>Test Score Analysis Sheet</i></p> <p>Each student's <i>Test Score Goal Sheet</i> and <i>Test Score Bar Graph Sheet</i> from Lesson 1</p> <p>Writing Materials</p>
--

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>6. Discover and evaluate patterns and relationships in information, ideas, and structures</p> <p>8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>3. Exchange information, questions, and ideas while recognizing the perspectives of others</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>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals</p>

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

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,</p>

		essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	3. Data analysis, probability, and statistics
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will chart and compare test score to determine if he/she has been successful in meeting his/her goal and predict their future performance.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
The student will track and analyze their test scores after taking steps to reach their test score goal.

Lesson Preparation

Essential Questions:

How can I improve my performance in school?

Engagement (Hook):

Remind the students about how the rocks that signified the F weighed the scale down. Let them know that today we are going to look at your most recent spelling scores and see how well you did at meeting your goal for your last test.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor distributes <i>Test Score Bar Graph</i> and the <i>Test Score Goal Sheets</i> from the previous lesson, and each student's individual score on his or her last spelling test or content area test. The counselor passes out the <i>Test Score Analysis Sheet</i> to each student.	1. Students follow directions.
2. Counselor asks students to write down their	2. Students follow directions.

<p>last spelling test score on the <i>Test Score Analysis Sheet</i> in the line for #1. The counselor monitors students.</p> <p>3. Counselor asks students to look at the <i>Test Score Bar Graph Sheet</i> from the previous lesson and decide if their latest score was higher or lower than their previous scores; then write the answer to question #2 on the <i>Test Score Analysis Sheet</i>.</p> <p>4. Counselor asks students to look at their goal, written on <i>Test Score Goal Sheets</i>, and see if they met their goal; then answer the questions #3 and #4 on the <i>Test Score Analysis Sheet</i>.</p> <p>5. Counselor asks students to look at <i>Test Score Goal Sheets</i> and read what they wrote for #3.</p> <p>6. After reflecting on the answer they wrote for #3 during the previous lesson, direct the students to answer question #5 on <i>Test Score Analysis Sheet</i>.</p> <p>7. Have students reflect on their behavior before their last spelling test/content area test and answer question #6 on the <i>Test Score Analysis Sheet</i>.</p> <p>8. Ask students to complete question #7.</p> <p>9. Have students answer question 8 and collect papers.</p>	<p>3. Students follow directions.</p> <p>4. Students follow directions.</p> <p>5. Students follow directions.</p> <p>6. Students follow directions.</p> <p>7. Students follow directions.</p> <p>8. Students follow directions.</p> <p>9. Students follow directions.</p>
---	---

Teacher Follow-Up Activities

The teacher will review the Test Score Analysis Sheet. The teacher may also want to have the students to journal weekly regarding how their behavior, office referrals, think sheets may also reflect their grade.

Counselor reflection notes (completed after the lesson)

Name _____

_____ **Test Scores Analysis Sheet**

1. My test score on my last test _____.

2. Was my last score lower or higher than my other scores? _____

3. My test score goal _____.

4. Did I meet my goal? _____

5. Did I follow my steps to meet my goal? _____

6. Which steps did I follow?

7. How can I prepare for my next _____ test?

8. If I do nothing, what can I expect of my next _____ score?

_____ **Test Scores Goal Sheet**

Name _____

1. List your last 5 _____ test scores.

A. _____

B. _____

C. _____

D. _____

E. _____

2. What is my goal for my next _____ test score?

3. What steps will I take to reach my goal?

Name _____

_____ **Test Scores Bar Graph Sheet**

Score	Date:	Date:	Date:	Date:	Date:	Next Test Date
Test Score						
95-100%						
91-95%						
86-90%						
81-85%						
76-80%						
71-75%						
66-70%						
61-65%						
56-60%						
51-55%						
46-50%						
41-45%						
36-40%						
31-35%						
26-30%						
21-25%						
16-20%						
11-15%						
6-10%						
0-5%						

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: Educational Goal-Setting and Self-Assessment Skills</p> <p>Students will graph scores for their last 5 spelling test grades, reflect on their scores, brainstorm how to improve their scores and set a goal to achieve a higher score on the next spelling test; students will then reflect on their next spelling or other content score to see if they met their goal, what steps they took to improve and how they can improve their next score.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons</p> <p>CLASS PERIOD (min.): 30 minutes each</p>				
<p>ESSENTIAL QUESTIONS:</p> <p>1. How do I make decisions that will help me to be successful? 2. How do individuals make positive changes?</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 track five spelling test scores to determine (self-assessment) a goal for improving or continuing their performance.		AD.6.A.03: Identify education goal-setting and self-assessment skills.		L.3.5 L.3.6 SL.3.2 SL.3.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 2
2. The student will establish a goal and identify at least three steps they will take to reach his/her goal.		AD.6.A.03		RF.3.3 RF.3.4 W.3.2 SL.3.1 SL.3.3 SL.3.6 L.3.1 L.3.2 L.3.3	AD A	Level 2

				L.3.4 L.3.5 L.3.6		
3. The student will chart and compare test score to determine if he/she has been successful in meeting his/her goal and predict their future performance.		AD.6.A.03		RF.3.3 RF.3.4 W.3.2 SL.3.1 SL.3.2 SL.3.3 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6	AD A	Level 2
ASSESSMENT DESCRIPTIONS*:						
The student will track and analyze his/her test scores after setting a goal for score improvement						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input type="checkbox"/> Interactive Instruction					
1 2 3	See Lessons: Lesson 1 Goal Setting and Self-Assessment Lesson 2 Reflection on Educational Goal Setting and Self-Assessment					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1	See Lessons: Lesson 1 Goal Setting and Self-Assessment					

2 3	Lesson 2 Reflection on Educational Goal Setting and Self-Assessment				
	<p><u>Direct:</u></p> <ul style="list-style-type: none"> <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. 2) <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls.1, 2) 	<p><u>Indirect:</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Problem Solving (Ls. 1, 2) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 1, 2) <input type="checkbox"/> Writing to Inform (Ls. 2) <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure 	<p><u>Experiential:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input checked="" type="checkbox"/> Conducting Experiments (Ls. 1, 2) <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 	<p><u>Independent Study</u></p> <ul style="list-style-type: none"> <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 	<p><u>Interactive Instruction</u></p> <ul style="list-style-type: none"> <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 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:</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: Targeting Careers

Grade Level: 3

Number of Lessons in Unit: 4

Time Required: 20-30 minutes each

Best time of year to implement this unit: Anytime

Lesson Titles:

Lesson #1: My School Goal (Part 1)

Materials/Special Preparation Required:

Step for Setting a Goal Student Activity Sheet

Step for Setting a Goal Teacher Goal Setting Mini Poster

Board, flip chart, or other visual media

Pencil or chalk

Lesson #2: My School Goal (Part 2)

Materials/Special Preparation Required:

My School Goal Weekly Goal Sheet

My Goal Sheet Student Mini Goal Sheet

Board, flip chart, or other visual media

Pencil or chalk

Lesson #3: My School Goal (Part 3)

Materials/Special Preparation Required:

My Goal Sheet Student Mini Goal Sheet

My School Goal Weekly Goal Sheet from lesson 2

Board, flip chart, or other visual media

Pencil or chalk

Lesson #4: How Do They **DO** That?

Materials/Special Preparation Required:

Job Picture Activity Sheet (cut up) **or** use actual photographs of modern day local heroes and key figures in the school and community (at least one to represent each of the career paths (e.g. school principal, mayor, firefighter, school nurse).

Activity Sheet – The Career of a Community Hero

Career Path Mini Poster (1)

Career Paths Posters (6)

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.A.03: Identify and apply the steps to setting short-term and long-term, personal, and educational goals. (DOK Level - 3)

CD.7.B.03:	Compare and contrast the academic skills required of workers in the six career paths. (DOK Level – 3)
CD.7.C.03:	Recognize the contributions made by all workers to the school and community. (DOK Level – 2)
American School Counselor Association (ASCA) National Standard:	
Career Development:	
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. Discover and evaluate patterns and relationships in information, ideas and structures.
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. 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. 6. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses a problem.
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. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	<ol style="list-style-type: none"> 3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
X	Social Studies	<ol style="list-style-type: none"> 6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

<p>Why do people set goals?</p> <p>What happens when someone reaches a goal?</p> <p>How is what you learn at school useful in a career?</p>

Unit Measurable Learning Objectives:

The student will list the steps to setting short-term and long-term goals.
The student will apply the steps by writing and evaluating progress toward goals.
The student will compare and contrast the academic skills required of workers in the different Career Paths by listing at least two skills required by each path.
The student will list at least two contributions of specified workers to the school or community.

Unit Instructional Strategies/Instructional Activities:

Direct (Structured Overview)
 Indirect (Reflective Discussion)
 Experiential (Conducting Experiments)
 Independent study
 Interactive Instruction (Brainstorming)

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.

At the conclusion of the unit, the student will demonstrate knowledge of goal-setting by listing and explaining the process in writing. The student will identify a personal or school goal, developing a written plan to reach the goal. The student will evaluate the effectiveness of his/her action plan.

The student will identify academic skills needed for success in careers and will explain (orally and in writing) contributions specific workers make to the community/school.

Brief Summary of Unit:

In this unit, students will learn the steps of goal setting. They will engage in practical application of these steps by setting and evaluating their own personal and school goals. Students will learn to identify those academic subjects that assisted workers as they worked to achieve their career goals. They will also identify their academic subjects/skills they continue to use in their work contributions to their communities.

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

Students will have knowledge of personal strengths and weaknesses related to academics and behavior.

Students will have knowledge of the career paths and the work represented within each career path.

Students will be familiar with different types of workers within the school and the community.

Vocabulary: Goals, Goal-Setting, Academic Subjects, Long Term Goal, Short Term Goal, Personal Goals, Educational Goals

Unit #1 Title: Targeting Careers
Lesson Title: My School Goal (Part1) Lesson: 1 of 4
Grade Level: 3
Length of Lesson: 30 minutes sessions
Missouri Comprehensive Guidance and Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Goals
Grade Level Expectation (GLE): CD.7.A.03: Identify and apply the steps to setting short-term and long-term, personal, and educational goals.
American School Counselor Association (ASCA) National Standard: Career Development: B. Students will employ strategies to achieve future career goals with success and satisfaction.

Materials and Resources (include handouts or supporting documents)

“Step for Setting a Goal” Student Activity Sheet “Step for Setting a Goal” Teacher Goal Setting Mini Poster Pencil or chalk Board, flip chart, or other visual media

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

X	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
	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 3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	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	X	Decision making

Lesson Measurable Learning Objectives:

The student will list the steps to setting short- and long-term personal and educational goals.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 The student will explain, orally and in writing the step-by-step process for goal setting.

Lesson Preparation

Essential Questions:
 Why do people set goals?
 What happens when someone reaches a goal?

Engagement (Hook):
 “Think about something you want to accomplish and imagine it 5 ft. in front of you. Take one step to get to the accomplishment. (They will find they can’t do it. Some students will fall down when they try to take a really large step.) What happened? Did you reach what you wanted to accomplish in one step? How would additional and specific directions from me have helped you get to your accomplishment? We’re going to talk about how it sometimes takes many steps to accomplish something in a short or long period of time.”

Procedures

<p>Instructor Procedure/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. “If you want to accomplish something, you have to know where you want to GO (Goal) and how you will get there (steps to your Goal).” Divide students into groups of four by counting off. The instructor explains that the students are going to brainstorm ideas together. “Who will explain what brainstorming means?” Brainstorming is when students come up with a variety of ideas to answer a question. <ol style="list-style-type: none"> a. The instructor asks students to brainstorm to answer the following: What is a goal? b. Students brainstorm the following: What 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students number off. Two or three students will explain the process of brainstorming to the class and get into their groups. <ol style="list-style-type: none"> a. Students will brainstorm what they think a goal is. Possible responses: <ul style="list-style-type: none"> • A goal is something a person wants to accomplish or improve. • Something I want to improve. b. Students brainstorm ideas on what a
---	---

<p>are ideas for personal goals? What are ideas for educational goals?</p> <p>Personal Goal: A personal goal is something you want to learn or improve on in your life. Example: I want to improve my basketball skills: free throw shooting and vertical jump. Educational Goal: An educational goal is a goal you set to accomplish or improve on in school. Example: “I learn to say my multiplication facts really fast.”</p> <p>2. There are two types of Educational and Personal Goals: Short-Term and Long Term Goals. Brainstorm in small groups what short and long term goals mean.</p> <p>a. A short-term goal is a goal that can be Accomplished in a short period of time. Example: I will finish this before recess. Discuss other examples.</p> <p>b. A long-term goal is a goal that is worked on over an extended period of time. Example: This science project is due in three weeks. I will start on it by Friday. Discuss other examples.</p> <p>3. Introduce the steps in setting goals.</p> <p>a. Goal - Choose goal</p> <p>b. Discuss - Discuss the goal with the teacher or friend, if necessary.</p> <p>c. Plan - The student makes a step-by-step plan and writes it down.</p> <p>1) How do I start my goal?</p> <p>2) What will help me complete it?</p> <p>3) What actions will I take to reach my goal?</p> <p>d. Timeline - Set a timeline (beginning and ending date and time).</p> <p>e. Self-Assess – How will you check your goal.</p> <p>f. Evaluate- the students will evaluate their success at the end of the timeline.</p> <p>4. Students are given an Activity Sheet “The Steps For Setting a Goal” to write the step-</p>	<p>personal goal is and what an educational goal is:</p> <p>2. Discuss possible responses and write their responses on a piece of paper to share with the class. Groups share their ideas.</p> <p>3. Review steps in setting a goal:</p> <p>4. Students will complete the sheet and review the steps with the class to self-</p>
---	--

by step process for goal setting.	assess their ability to recall the steps.
5. Tell students to discuss in small groups what would happen if one of the steps in the process were left out.	5. Students brainstorm and share ideas.
6. The instructor reviews the Activity Sheet “The Steps For Setting a Goal” and lets students know they will be completing a Goal Activity Sheet next week. The instructor asks students to think about a short-term educational goal over the next week that they would like to accomplish for their next session.	6. Students spend the next week thinking about a short-term goal they might like to accomplish and the steps they would implement to accomplish that goal.

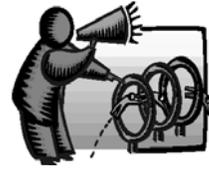
Teacher Follow-Up Activities

The instructor will give the teacher a mini poster on the step-by-step process of goal setting to review with the students during the week.

Counselor reflection notes (completed after the lesson)

Steps for Setting a Goal

Student Activity Sheet



THE STEPS FOR SETTING A GOAL

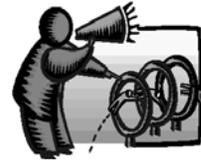
Name _____ Date _____

STEPS:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Steps for Setting a Goal

Teacher Mini Poster



THE STEPS FOR SETTING A GOAL

Steps:

1. Set Goal

Think about a goal and set a personal or educational goal.

2. Discuss

Discuss the goal with the instructor or a friend.

3. Plan

Make a step-by-step plan to accomplish the goal.

4. Set Timeline

Set a timeline for beginning and finishing each step toward the goal.

5. Self – Assess (Rethink-Revise/Refine-Reflect)

How will I check (evaluate) the effectiveness of my actions at each step toward accomplishing my goal?

6. Evaluate

How did I do at accomplishing my goal?

<p>Unit #1 Title: Targeting Careers</p> <p>Lesson Title: My School Goal (Part 2) Lesson: 2 of 4</p> <p>Grade Level: 3</p> <p>Length of Lesson: 30 minutes sessions</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Goals</p> <p>Grade Level Expectations (GLEs): CD.7.A.03: Identify and apply the steps to setting short-term and long-term, personal, and educational goals.</p> <p>American School Counselor Association (ASCA) National Standard: Career Development: B. Students will employ strategies to achieve future career goals with success and satisfaction.</p>
--

Materials and Resources (include handouts or supporting documents)

<p><i>My School Weekly Goal Sheet</i></p> <p><i>My Goal Sheet Student Mini Goal Sheet</i></p> <p>Board, flip chart, or other visual media</p> <p>Pencil or chalk</p>
--

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

X	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
	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 3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	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	X	Decision making
--	---------	---	--------------	---	-----------------

Lesson Measurable Learning Objectives:

The student will develop a plan for setting and achieving a short-term goal and monitoring his/her progress toward goals.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 The student will complete a written plan of a short-term educational goal.

Lesson Preparation

Essential Questions:
 Why do some goals take a short time to complete, while others take a long time?
 Why do people use short-term goals?
 Why do people use long-term goals?

Engagement (Hook):
 Put a trash can in the middle of the floor and wad up a piece of paper. Throw the paper toward the trash can and miss the can. The instructor asks students what s/he should do. Should I give up? The students will say no, try again. The instructor tries again, but misses. The instructor asks what s/he should do. The students will hopefully tell the instructor to make another plan and move to a new spot. The instructor shoots a third time and makes the goal. Is this a short or long term goal? (short-term goal)

Procedures

Instructor Procedure/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. The instructor reviews the definitions of goal: short-term and long-term goals. A goal is something a person wants to accomplish or improve.</p> <p>Short and long term goals:</p> <ol style="list-style-type: none"> A short-term goal is a goal that can be accomplished in a short period of time. A long-term goal is a goal that is worked on over an extended period of time. <p>2. The instructor reviews the steps to setting a goal with the students. Refer to Activity Sheet “Steps for Setting Goals” in lesson 1.</p> <p>3. The instructor assists each student in developing a <u>short-term</u> educational goal sheet to complete by the next class session. Use the Weekly Goal Sheet. Remind the students that an educational goal is related to school.</p> <p>4. Once the plans are complete the instructor asks a few of the students to review their goal and plan with the class.</p> <p>5. The counselor gives each student a “Student Mini Goal Activity Sheet <i>My Goal Sheet</i>”.</p>	<p>1. Students share their ideas.</p> <p>2. Review the steps in setting goals.</p> <ol style="list-style-type: none"> Goal - Choose goal Discuss - Discuss the goal with the teacher or friend, if necessary. Plan - The student makes a step-by-step plan and writes it down. <ol style="list-style-type: none"> How do I start my goal? What will help me complete it? What actions will I take to reach my goal? Timeline - Set a timeline (beginning and ending date and time). Self-Assess – How will you check your goal. Evaluate- the students will evaluate their success at the end of the timeline. <p>3. The students complete the goal sheet, and discuss their educational goal and plan with another student or the instructor.</p> <p>4. Volunteer share short-term goals and plans.</p> <p>5. Students agree to work on accomplishing their goal over the next week. The</p>

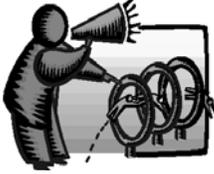
<p>Students are instructed to complete the top part of the mini goal sheet and tape it to his or her desk. This will help students keep track of their short-term goal success throughout the week. Students will work to accomplish their short-term Educational Goals by the next class session. They will evaluate their success at that time.</p>	<p>students will write their names, the date, and their short-term educational goals on their “Student Mini Goal Activity Sheet <i>My Goal Sheet</i>”. The students will tape to the Activity Sheet to the top of their desk as a reminder of their goal and mark their progress daily.</p>
---	---

Teacher Follow-Up Activities

The teacher will remind students’ daily to review and work on accomplishing their short-term goal each day.

Counselor reflection notes (completed after the lesson)

MY SCHOOL GOAL
Weekly Goal Sheet



Name _____ Date _____

1) My goal is _____

2) My plan is:

- a) _____
- b) _____
- c) _____
- d) _____

3) When will I start and finish my goal?

Start date _____ Finish/check date _____

4) How will I evaluate myself (check)?

5) How did I do (evaluate)?

Student Mini Goal Sheet

<p style="text-align: center;"><i>My Goal Sheet</i></p> <p>Name _____</p> <p>Date _____</p> <p>Goal 1 _____</p> <hr/> <p>Feedback before next session: Mark daily: 1. Did a good job 2. OK 3. Keep working</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="width: 20%;">Mon.</th> <th style="width: 20%;">Tues.</th> <th style="width: 20%;">Wed.</th> <th style="width: 20%;">Thurs.</th> <th style="width: 20%;">Fri.</th> </tr> <tr> <td style="height: 30px;"> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> <p>Comments: _____</p>	Mon.	Tues.	Wed.	Thurs.	Fri.						<p style="text-align: center;"><i>My Goal Sheet</i></p> <p>Name _____</p> <p>Date _____</p> <p>Goal 1 _____</p> <hr/> <p>Feedback before next session: Mark daily: 1. Did a good job 2. OK 3. Keep working</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="width: 20%;">Mon.</th> <th style="width: 20%;">Tues.</th> <th style="width: 20%;">Wed.</th> <th style="width: 20%;">Thurs.</th> <th style="width: 20%;">Fri.</th> </tr> <tr> <td style="height: 30px;"> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> <p>Comments: _____</p>	Mon.	Tues.	Wed.	Thurs.	Fri.					
Mon.	Tues.	Wed.	Thurs.	Fri.																	
Mon.	Tues.	Wed.	Thurs.	Fri.																	
<p style="text-align: center;"><i>My Goal Sheet</i></p> <p>Name _____</p> <p>Date _____</p> <p>Goal 1 _____</p> <hr/> <p>Feedback before next session: Mark daily: 1. Did a good job 2. OK 3. Keep working</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="width: 20%;">Mon.</th> <th style="width: 20%;">Tues.</th> <th style="width: 20%;">Wed.</th> <th style="width: 20%;">Thurs.</th> <th style="width: 20%;">Fri.</th> </tr> <tr> <td style="height: 30px;"> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> <p>Comments: _____</p>	Mon.	Tues.	Wed.	Thurs.	Fri.						<p style="text-align: center;"><i>My Goal Sheet</i></p> <p>Name _____</p> <p>Date _____</p> <p>Goal 1 _____</p> <hr/> <p>Feedback before next session: Mark daily: 1. Did a good job 2. OK 3. Keep working</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="width: 20%;">Mon.</th> <th style="width: 20%;">Tues.</th> <th style="width: 20%;">Wed.</th> <th style="width: 20%;">Thurs.</th> <th style="width: 20%;">Fri.</th> </tr> <tr> <td style="height: 30px;"> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> <p>Comments: _____</p>	Mon.	Tues.	Wed.	Thurs.	Fri.					
Mon.	Tues.	Wed.	Thurs.	Fri.																	
Mon.	Tues.	Wed.	Thurs.	Fri.																	

<p>Unit #1 Title: Targeting Careers</p> <p>Lesson Title: My School Goal (Part 3) Lesson: 3 of 4</p> <p>Grade Level: 3</p> <p>Length of Lesson: 30 minutes sessions</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Goals</p> <p>Grade Level Expectation (GLE): CD.7.A.03: Identify and apply the steps to setting short-term and long-term, personal, and educational goals.</p> <p>American School Counselor Association (ASCA) National Standard: Career Development: B. Students will employ strategies to achieve future career goals with success and satisfaction.</p>
--

Materials and Resources (include handouts or supporting documents)

<p><i>My Goal Sheet Student Mini Goal Sheet</i></p> <p><i>My School Goal Weekly Goal Sheet</i> completed during lesson 2</p> <p>Board, flip chart or other visual media</p> <p>Pencil or chalk</p>
--

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

X	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
	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	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
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	X	Decision Making
--	---------	---	--------------	---	-----------------

Lesson Measurable Learning Objectives:

The student will evaluate progress toward a goal.

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 review his/her weekly goal sheet and evaluate the success of his/her actions toward accomplishment of his/her goal (self-assessment- Rethink-Revise/Refine-Reflect).

Lesson Preparation

Essential Questions:
 Why to people review and reflect on their goals?

Engagement: Think about how your day has gone so far today. Students will raise their hands as the counselor shares the words underlined words below.
 Feedback: Great...why? Okay...Why? Not good...Why? One or two students will explain why they rated their days as they did.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. The instructor asks students to brainstorm in small groups of 4 or 5 and share their meaning of “evaluation.” Evaluation is like feedback...how did you do? 2. Students are given the weekly goal setting plan they completed during the last session to review and evaluate the success of their actions. 3. Students are asked to write their self-evaluation feedback on the plan they developed in lesson 2. 4. Instructor asks students to share their self-evaluation feedback in small groups and then asks a few students to share “learning” with the larger group. 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students brainstorm their ideas in small group and share their ideas with the larger group. 2. Students self assess how they did with accomplishing their short-term goal after reviewing their Student Mini Goal Sheet that is taped to their desk. 3. Students evaluate their success using the following scale: <ol style="list-style-type: none"> a. I completed my goal. b. I improved my goal. c. I am still working on my goal. d. I didn’t do anything to accomplish my goal. 4. Students share their self-evaluation feedback and/or a “Idea” they learned.
---	---

5. At the end of class the instructor asks students to continue to set short term goals for their schoolwork.	5. Students take a supply of mini goal sheets to continue to use in their goal setting.
---	---

Teacher Follow-Up Activities

The instructor encourages the teacher to have students set weekly short-term goals using the mini goal sheet.

Counselor reflection notes (completed after the lesson)

Student Mini Goal Sheet

<p style="text-align: center;"><i>My Goal Sheet</i></p> <p>Name _____</p> <p>Date _____</p> <p>Goal 1 _____</p> <hr/> <p>Feedback before next session: Mark daily: 1. Did a good job 2. OK 3. Keep working</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="width: 20%;">Mon.</th> <th style="width: 20%;">Tues.</th> <th style="width: 20%;">Wed.</th> <th style="width: 20%;">Thurs.</th> <th style="width: 20%;">Fri.</th> </tr> <tr> <td style="height: 30px;"> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> <p>Comments: _____</p>	Mon.	Tues.	Wed.	Thurs.	Fri.						<p style="text-align: center;"><i>My Goal Sheet</i></p> <p>Name _____</p> <p>Date _____</p> <p>Goal 1 _____</p> <hr/> <p>Feedback before next session: Mark daily: 1. Did a good job 2. OK 3. Keep working</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="width: 20%;">Mon.</th> <th style="width: 20%;">Tues.</th> <th style="width: 20%;">Wed.</th> <th style="width: 20%;">Thurs.</th> <th style="width: 20%;">Fri.</th> </tr> <tr> <td style="height: 30px;"> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> <p>Comments: _____</p>	Mon.	Tues.	Wed.	Thurs.	Fri.					
Mon.	Tues.	Wed.	Thurs.	Fri.																	
Mon.	Tues.	Wed.	Thurs.	Fri.																	
<p style="text-align: center;"><i>My Goal Sheet</i></p> <p>Name _____</p> <p>Date _____</p> <p>Goal 1 _____</p> <hr/> <p>Feedback before next session: Mark daily: 1. Did a good job 2. OK 3. Keep working</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="width: 20%;">Mon.</th> <th style="width: 20%;">Tues.</th> <th style="width: 20%;">Wed.</th> <th style="width: 20%;">Thurs.</th> <th style="width: 20%;">Fri.</th> </tr> <tr> <td style="height: 30px;"> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> <p>Comments: _____</p>	Mon.	Tues.	Wed.	Thurs.	Fri.						<p style="text-align: center;"><i>My Goal Sheet</i></p> <p>Name _____</p> <p>Date _____</p> <p>Goal 1 _____</p> <hr/> <p>Feedback before next session: Mark daily: 1. Did a good job 2. OK 3. Keep working</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="width: 20%;">Mon.</th> <th style="width: 20%;">Tues.</th> <th style="width: 20%;">Wed.</th> <th style="width: 20%;">Thurs.</th> <th style="width: 20%;">Fri.</th> </tr> <tr> <td style="height: 30px;"> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> <p>Comments: _____</p>	Mon.	Tues.	Wed.	Thurs.	Fri.					
Mon.	Tues.	Wed.	Thurs.	Fri.																	
Mon.	Tues.	Wed.	Thurs.	Fri.																	

Unit #1 Title: Targeting Careers

Lesson Title: How Do They *DO* That? **Lesson:** 4 of 4

Grade Level: 3

Time Required: 30 minutes (may require 2 sessions to complete)

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.B.03: Compare and contrast the academic skills required of workers in the six career paths.
 CD.7.C.03: Recognize the contributions made by all workers to the school and community.

American School Counselor Association (ASCA) National Standard:
 Career Development:
 C. Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Job Picture Activity Sheet (cut up) or use Pictures of modern day local heroes and key figures in the school and community, representing all career paths (i.e. school principal, mayor, firefighter school nurse, etc.)
 Activity Sheet – *The Career of a Community Hero*
 Career Path Mini Poster (1)
 Career Paths Posters (6)

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	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
Science	
Health/Physical Education	

	Fine Arts	
--	-----------	--

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will compare and contrast the academic skills required of two workers on each of the six Career Paths.

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 be able to identify, compare and contrast the academic skills that relate to different jobs/workers, and contributions of community/school workers as demonstrated by collaborative completion of: “The Career of A Community Hero.”

Lesson Preparation

Essential Questions:
 How is what you learn at school useful in a career?

Engagement (Hook):
 Show a picture of a super hero. Why is this person a super hero in the cartoons? Today we are going to talk about heroes in our community, what makes each one great, and how they contribute to our school or community.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> Showing the career path mini poster (1) the counselor asks the students if they remember the 6 Career Paths that were introduced last year. Students are paired up and asked to list the names of the six Career Paths and then to describe each Path using examples of job titles and/or the major function of each Path. The Career Path Posters (6) are introduced and posted on the wall at the front of the class (Health, Business, Helping, Nature, Fixing, Building and Technology and Creative). Counselor asks the students: “What is a hero?” Counselor should emphasize that a 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students work together to recall the names of the six career paths and their description. Partners share their ideas with the class. Students contribute names of jobs in our community that would be considered
---	---

<p>hero helps to make things better. Let's make a list of different types of community workers that would be considered heroes in our community. The counselor will write the list on the board.</p> <p>3. Group students in an even number of groups; and give each group 2 or 3 pictures from <i>the Job Picture Activity Sheet</i>. Three students in the group are selected to do the following group job:</p> <ul style="list-style-type: none"> • <u>Leader</u> – This person guides the discussion. The Leader should be a strong leader and not bossy. • <u>Recorder</u> – This person takes notes for the group. The Recorder should be a good note taker to record the answers to the questions listed on <i>The Career of a Community Hero</i>. • <u>Reporter</u> – This person reports out information to the class. The Reporter should be good at sharing information with a large group. Group members will consider personal strengths of each group member to select roles. Encourage students to volunteer for roles...and to “try out” roles in which they are interested and have not yet developed the skill. <p>4. When students are finished answering the questions on the activity sheet for each picture/job, each group Reporter will share the pictures of their heroes, and explain why she or he is a hero. What school subjects added to their greatness, and what's the person's contribution is to his/her school/community?</p> <p>5. Each group will select one picture as the group's favorite hero. Groups are then paired to compare and contrast the academic skills used by their heroes.</p> <p>6. The Leader for each group will explain the comparison exercise.</p>	<p>local heroes (e.g. teachers, doctors, nurses, firefighters, police officers)</p> <p>3. Groups assign the roles of group members.</p> <p>4. Students discuss the 4 questions for each of their heroes in the pictures, coming to consensus on responses. A spokesperson (Reporter) for each group will present the group's information to the rest of the class.</p> <p>5. Reporters take notes for each group's discussion.</p> <p>6. Class listens as the Leaders for each group presents their comparisons.</p>
--	--

7. In conclusion, ask each group to identify one important point they learned from this activity.	7. Previous Reporters for each group will share the group's new learning with the class.
---	--

Teacher Follow-Up Activities

As they teach different subjects, teachers could ask the students what types of careers would use this subject area.

Counselor reflection notes (completed after the lesson)

The Career of a Community Hero

Name of Career _____

Answer the questions below about this job.

1. What makes this person a hero in our community?

2. What school subjects added to the hero's greatness?

3. What is this hero's contribution is to the school/community?

4. What Career Path does this job fit? _____

The Career Paths are:

Creative Path



Helping Path



Business Path



***Fixing, Building
and Technology Path***



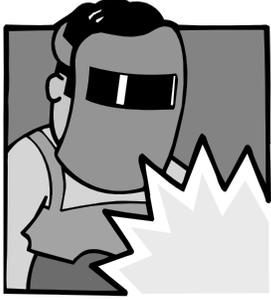
Health Path



Nature Path



Job Picture Activity Sheet

 <p>Farmer</p>	 <p>Astronaut</p>	 <p>Delivery Person</p>
 <p>Computer Programmer</p>	 <p>Bus Driver</p>	 <p>Optometrist</p>
 <p>Manicurist</p>	 <p>Photographer</p>	 <p>Camera Person</p>
 <p>Teacher</p>	 <p>Sanitation Worker</p>	 <p>Welder</p>

 Chef	 House Keeper	 Lawn Care Person
 Bricklayer	 Receptionist	 Pediatrician
 Physical Therapist	 Pet Groomer	 Construction Worker
 Veterinarian	 Carpenter	 Gas Station Attendant

 <p>Architect</p>	 <p>Singer</p>	 <p>Police Officer</p>
 <p>Banker</p>	 <p>Artist</p>	 <p>Meteorologist</p>
 <p>Clergy</p>	 <p>Zoo Keeper</p>	 <p>Forest Ranger</p>
 <p>Actor</p>	 <p>Counselor</p>	 <p>Taxi Driver</p>

Career Path Mini Poster

Working Together in Our Community

Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.



Creative Path

(Arts & Communications)

People who like to draw, write, or perform.



Nature Path

(Natural Resources/Agriculture)

People who like to work outdoors with plants and animals.



Fixing & Building and Technology Path

(Industrial & Engineering Technology)

People who like to figure out how things work and build things.



Helping Path

(Human Services)

People who like to work with people to help make things better for others.



Health Path

(Health Services)

People who like to care for animals and people.





Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.



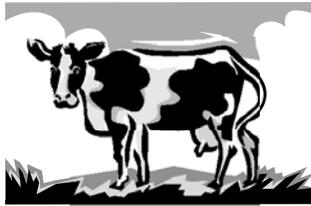


Creative Path

(Arts & Communications)

People who like to draw, write, or perform.





Nature Path

(Natural Resources/Agriculture)

***People who like to work outdoors
with plants and animals.***





Fixing, Building and Technology Path

(Industrial & Engineering Technology)

***People who like to
figure out how things work & build
things.***





Helping Path

(Human Services)

***People who like to work
with people to help make things
better for others.***





Health Path

(Health Services)

***People who like to care for animals
and people.***



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 career readiness and success.

Major Points: Employment 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 and effort. In addition, employment readiness skills include appreciation and respect for other’s differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one’s contribution in the classroom and in the workplace.

UNIT DESCRIPTION: Targeting Careers In this unit, students will learn the steps of goal setting. They will engage in practical application of these steps by setting and evaluating their own personal and school goals. Students will learn to identify those academic subjects that assisted workers as they worked to achieve their career goals. They will also identify their academic subjects/skills they continue to use in their work contributions to their communities.		SUGGESTED UNIT TIMELINE: 4 CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS: 1. What are goals? 2. Why do people set goals? 3. How is what you learn at school useful in a career?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will list the steps to setting short-term and long-term goals.		CD.7.A.03: Identify and apply the steps to setting short-term and long-term, personal, and educational goals.		RF.3.3 W.3.8 SL.3.1 SL.3.2 SL.3.6	CD C. Students will understand the relationship between training and the world of work.	DOK Level - 3
		CD.7.B.03: Compare and contrast the academic skills required of workers in the six career paths.		L.3.4 L.3.5 L.3.6		DOK Level - 3
		CD.7.C.03: Recognize the contributions made by all workers to the school and				DOK Level - 2

		community.				
2. The student will apply the steps by writing and evaluating progress toward goals.		CD.7.A.03 CD.7.B.03 CD.7.C.03		RF.3.3 W.3.8 SL.3.1 SL.3.2 SL.3.6 L.3.4 L.3.5 L.3.6	CD C	DOK Level – 3 DOK Level – 3 DOK Level - 2
3. The student will compare and contrast the academic skills required of workers in the different Career Paths by listing at least two skills required by each path.		CD.7.A.03 CD.7.B.03 CD.7.C.03		RF.3.3 W.3.8 SL.3.1 SL.3.2 SL.3.6 L.3.4 L.3.5 L.3.6	CD C	DOK Level – 3 DOK Level – 3 DOK Level - 2
4. The student will list at least two contributions of specified workers to the school or community.		CD.7.A.03 CD.7.B.03 CD.7.C.03		RF.3.3 W.3.8 SL.3.1 SL.3.2 SL.3.6 L.3.4 L.3.5 L.3.6	CD C	DOK Level – 3 DOK Level – 3 DOK Level - 2
ASSESSMENT DESCRIPTIONS*:						
At the conclusion of the unit, the student will demonstrate knowledge of goal-setting by listing and explaining the process in writing. The student will identify a personal or school goal, developing a written plan to reach the goal. The student will evaluate the effectiveness of his/her action plan.						
The student will identify academic skills needed for success in careers and will explain (orally and in writing) contributions specific workers make to the community/school.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	__x__ 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: My School Goal (Part 1) Lesson #2: My School Goal (Part 2) Lesson #3: My School Goal (Part 3) Lesson #4: How Do They DO That?				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4	See: Lesson #1: My School Goal (Part 1) Lesson #2: My School Goal (Part 2) Lesson #3: My School Goal (Part 3) Lesson #4: How Do They DO That?				
	<u>Direct:</u> <input checked="" type="checkbox"/> Structured Overview (Ls. 3) <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 type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 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 (Ls. 1) <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>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 <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	<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 <input checked="" type="checkbox"/> Discussion (Ls. 1) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 4) <input checked="" type="checkbox"/> Cooperative Learning (Ls.1) <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/					

Grade Level/Course Title: 3 / Unit Template_CD7-Gr3-Unit1-Targeting Careers
Code: Career Development

Course

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: Career Investigations: Jobs in the World of Work	Grade Level: 3
Number of Lessons in Unit: 2	
Time Required: 3-30 min. sessions	
Best time of year to implement this unit: Anytime	
Lesson Titles:	
Lesson #1: Becoming A Career Detective (Part 1)	
Materials/Special Preparation Required:	
An oversized magnifying glass drawn on a big piece of paper (students’ responses in “HOOK” and # 1 will be written on magnifying glass” and saved for Lesson 2)	
Activity Sheet: <i>Interview Questions</i>	
Activity Sheet: <i>Interview Summary</i>	
Activity Sheet: <i>Investigative Reporter’s Notebook</i> (optional)	
Dry erase board, smart board, chart paper, or other	
Note: Arrange to interview the classroom teacher during the lesson. Interviewing the teacher will model interviewing skills for students before they conduct interviews on their own	
Lesson #2: Becoming A Career Detective (Part 2)	
Materials/Special Preparation Required:	
Completed interview activity sheets (from lesson 1)	
<i>Interview Summary</i> Activity sheet	
Magnifying glass and magnifying glass drawn on paper from previous lesson	
Missouri Comprehensive Guidance and Counseling Big Idea:	
CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education	
Grade Level Expectations (GLEs):	
CD.8.A.03: Explain what workers do and need to know in various careers. (DOK Level – 2)	
CD.8.B.03: Gather information regarding training and education for a variety of careers. (DOK Level – 2)	
American School Counselor Association (ASCA) National Standard:	
Career Development:	
A. Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.	

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
	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	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	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:

Why does our world need different types of jobs? Why do people need jobs?
--

Unit Measurable Objectives:

The student will explain what workers do and need to know in two careers. The student will gather information regarding training and education for at least two careers.

Unit Instructional Strategies/Instructional Activities:

<input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect (Reflective Discussion) <input type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction (Discussion, Interviewing)
--

Lesson Summative Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.</p> <p>The student will investigate (gather information about) the kinds of work adults do, the responsibilities they have, and the skills and tools they use to complete their work. The student will collect information and record what he/she learns on his/her Activity Sheets. After interviewing adults about what they do and need to know to do their jobs, the student will analyze the information he/she collects and synthesize the worker information. The results will become a part of an “Evidence File” compiled as a classroom book.</p>

Brief Summary of Unit:

In third grade, students will be gaining additional information about the world of work and workers through actual interviews with adult workers. Students will assume the roles of Investigative Reporters and will contribute information on people at work.
--

Process: Students will gather information through classroom activities and interviews with workers. The lessons focus on gathering information about the roles, responsibilities, and skills of workers. The concept of the relationship between work skills and academic skills is introduced. The importance of all workers and their responsibilities continues to be an emphasis.

Throughout the unit, brainstorming is utilized as a means of generating ideas. Students will observe workers and participate in discussions.

Unit #1 Title: Career Investigations: Jobs in the World of Work

Lesson Title: Becoming A Career Detective (Part 1) **Lesson:** 1 of 2

Grade Level: 3

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
 CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post Secondary Training/Education

Grade Level Expectation (GLE):
 CD.8.A.03: Explain what workers do and need to know in various careers.

American School Counselor Association (ASCA) National Standard:
 Career Development:
 A. Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.

Materials (include activity sheets and/ or supporting resources)

- An oversized magnifying glass drawn on a big piece of paper (students’ responses in “HOOK” and # 1 will be written on magnifying glass” and saved for Lesson 2)
- Activity Sheet: *Interview Questions*
- Activity Sheet: *Interview Summary*
- Activity Sheet: *Investigative Reporter’s Notebook* (optional)
- Dry erase board, smart board, chart paper, or other

Note: Arrange to interview the classroom teacher during the lesson. Interviewing the teacher will model interviewing skills for students before they conduct interviews on their own

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	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions

	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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will explain what workers do and need to know in two careers.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment may be question answer, performance activity, etc.
 The student will contribute to discussion of skills, knowledge, and tools used in different careers.

Lesson Preparation

Essential Questions:
 What do workers do on their jobs?
 What do workers need to know to do their jobs?

Engagement (Hook):
 Have or make an oversized magnifying glass. Remind the students of the “investigation” of the world of work that they have been conducting since kindergarten.

(Display the magnifying glass you have drawn on chart paper.) Ask the class, “Where have you gathered information about careers?” Where else might you obtain information? Record answers on magnifying glass on chart paper.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Write class responses on the magnifying glass. Guide responses from the sources they used in grades K, 1 and 2 (observing and talking with parents, school workers, and community workers to other resources such as books/ magazines/web quests) 2. Think of a well-known reporter (local or national) and ask students if they have ever 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students respond with sources they have used and sources they will use. 2. Students will respond with what they know about reporters. All students are
--	--

<p>seen or heard _____. The job title for _____ is “reporter.” “What is the role of a reporter?” “What responsibilities does a reporter have?” Explain that you are hiring them as Investigative Reporters. Investigative Reporters investigate a “story” in depth. They will be doing in-depth investigations and gathering specific information. They will interview adults to uncover information about the roles and responsibilities of adults at work.</p> <p>3. The first worker they will investigate in-depth is “Teacher.” Lead the class in a discussion of the career or job of a teacher. What does a teacher do? Write responses on the dry erase board, smart board, chart paper, or other.</p> <p>4. What does a teacher need to know? Write responses on the chalkboard. What training or education do teachers need?</p> <p>5. Ask: “How might we find out more about what a teacher needs to know?” Tell students that you will be doing just that, interviewing their teacher. Give each student a copy of Activity Sheet 1 <i>Interview Questions</i>.</p> <p>6. Interview the classroom teacher using the list of questions. As you are interviewing their teacher, tell students to take notes on the <i>Interview Questions</i> Activity Sheet.</p> <p>7. After the interview, give students a copy of the <i>Interview Summary</i> Activity Sheet. Have students get into groups of 3 or 4 and, as a group, identify 1 responsibility, 1 job skill and 1 knowledge skill required for teachers to do their jobs. Write the responses on the <i>Interview Summary</i> Activity Sheet. Ask one or two groups to tell the class their responses. List their</p>	<p>expected and encouraged to respond with what they already know about reporters.</p> <p>3. Students responses might include Write Lessons, Present Lessons, Model Lessons, Assign Work, Correct Papers, Average Grades, Go to Workshops, Supervise Students, Go to Meetings, Call Parents, Discipline.</p> <p>4. Responses include: Responses to Questions and Tests, How to Teach Lessons, Steps to Solve Problems, the Subject and Content Areas.</p> <p>5. Student will respond with statements such as “We can discover more information through interviews. Students will look over the questions on the <i>Interview Questions</i> Activity Sheet.</p> <p>6. While the counselor interviews their teacher, students will take notes on the <i>Interview Questions</i> Activity Sheet.</p> <p>7. Students will complete the <i>Interview Summary</i> Activity Sheet in small groups and report the information to the class. Each student will tell a partner what he or she has learned and still wants to learn about the World of Work and Workers.</p>
---	---

<p>responses on the dry erase board, smart board, chart paper, or other.</p> <p>8. Close the lesson by asking students to tell a partner one thing they learned during the lesson and one thing they still want to learn about the World of Work and Workers.</p> <p>9. OPTIONAL: Introduce students to the <i>Investigative Reporter’s Notebook</i> and explain that investigative reporters might use a notebook such as this to compile evidence in a logical way. Draw attention to the pages with the interview questions and point out the importance of asking each person the same BASIC questions (although reporters may ask additional questions of individuals).</p> <p>10. If you choose NOT to use the <i>Investigative Reporter’s Notebook</i>, give each student a blank <i>Interview Questions Activity Sheet</i> and tell them that they are to interview a worker, in the school or in the community and record the information on the Activity Sheet. These will be used for the next class session.</p>	<p>8. Students may ask clarifying questions.</p> <p>9. OPTIONAL: Students will put together the <i>Investigative Report’s Notebook</i> to be used to take notes during interviews and to help organize data they have gathered with the data gathered by other students during their interviews with workers.</p> <p>10. Students will review the process they will be using to conduct their investigation of the world of workers.</p>
---	---

Teacher Follow-Up Activities

An excellent follow-up would be for the classroom teacher to invite a reporter to come to class to be interviewed. Ask teachers to provide opportunities for students to practice their interview skills by interviewing each other and/or finding out more information about the role and responsibilities of teachers.

It will be helpful if teachers would announce the due date of the completed *Interview Questions Activity Sheets*.

Counselor reflection notes (completed after the lesson)

Activity Sheet 1

INTERVIEW QUESTIONS 5 Ws and an H

Who influenced your decision to become a _____?

What do you like about your job?

What is your role as a _____?

What are some of your responsibilities as a _____?

What skills does a _____ have to have?

What school subjects do you use as a _____?

When did you decide to become a _____?

Where did you get your training to become a _____?

Why did you choose to become a _____?

How many years of training did it take to become a _____?

Is there anything else you would like me to know about being a _____?

Activity Sheet: INTERVIEW SUMMARY
TEACHER INTERVIEW
Group Report
Group Members' Names

1. We learned that our teacher's role is to:

2. We learned that one of our teacher's responsibilities is:

3. We learned that one skill our teacher uses is

4. We learned that one knowledge skill our teacher needs is

5. Another thing we learned about our teacher is:

6. I might like to become a teacher

Group Member _____ YES NO Maybe

Activity Sheet: Investigative Reporters Notebook

Back cover

TOP SECRET INFORMATION

World of Work
Investigative
Reporter's
Notebook



Private Property of:

Add extra pages as needed; cut on dotted lines; fold on solid

INTERVIEW QUESTIONS 5 Ws and an H	INTERVIEW QUESTIONS 5 Ws and an H
Who influenced your decision to become a _____?	Who influenced your decision to become a _____?
What do you like about your job?	What do you like about your job?
What is your role as a _____?	What is your role as a _____?
What are some of your responsibilities as a _____?	What are some of your responsibilities as a _____?
What skills does a _____ have to have?	What skills does a _____ have to have?
What school subjects do you use as a _____?	What school subjects do you use as a _____?
When did you decide to become a _____?	When did you decide to become a _____?
Where did you get your training to become a _____?	Where did you get your training to become a _____?
Why did you choose to become a _____?	Why did you choose to become a _____?
How many years of training did it take to become a _____?	How many years of training did it take to become a _____?
Is there anything else you would like me to know about being a _____?	Is there anything else you would like me to know about being a _____?

Unit #1 Title: Career Investigations: Jobs in the World of Work

Lesson Title: Becoming A Career Detective (Part 2) **Lesson # 2 of 2**

Grade Level: 3

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
 CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post Secondary Training/Education

Grade Level Expectation (GLE):
 CD.8.B.03: Gather information regarding training and education for a variety of careers.

American School Counselor Association (ASCA) National Standard:
 Career Development
 A: Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.

Materials (include activity sheets and/ or supporting resources)

- Completed interview activity sheets (from lesson 1)
- *Interview Summary* Activity sheet
- Magnifying glass
- Magnifying glass drawn on paper from previous lesson

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 3. Reading and evaluating nonfiction works and material 4. Writing formally or informally
	Mathematics
X	Social Studies 6. Relationships of the individual and groups to institutions and cultural traditions
	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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objective:

The student will gather information regarding training and education for at least two careers.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
 The student will analyze and synthesize information collected after interviewing an adult about what they do and need to know to do their job.

Lesson Preparation

Essential Questions:
 How do people’s skills relate to jobs?
 Why do job requirements change?
 Why is it important that we find information on training and education requirements for jobs or careers?

Engagement (Hook): Magnifying glass from the previous lesson. Call students’ attention to this.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Review the previous lesson. If possible, use the magnifying glass saved from the previous lesson (this included a listing of career information resources). 2. Expand discussion beyond sources for world of work information to the training workers need and the places workers might get the needed training/preparation for their jobs. 3. Tell class that today they will be working in small groups to compile information about the training people need to do their work. 4. Ask students to get out their interview notes from the interviews they conducted with people at work. Divide the class into groups of four (4). 	<ol style="list-style-type: none"> 1. Students provide responses about sources of information: e.g., Books, library, Internet, television, newspaper. 2. Student responses about training might include on the job training, apprenticeships, military, technical schools, community college, and four year college. 3. Students will ask clarifying questions 4. Students will “get out” their interview notes and take them to their groups of 4.

<p>5. Give group members a few minutes to talk with each other about the job or career of the workers they interviewed; encourage the use of the notes they took. Ask students to listen for the training or education requirements for the career.</p> <p>6. Have Activity Sheet <i>Interview Summary</i>, ready for analyzing the information.</p> <p>7. Have students share what they learned. Compile <i>Interview Summary Group Report Evidence Book</i>” which will be kept in the classroom</p> <p>8. Student Reflection: Each student will write a concluding paragraph about his or her investigations.</p> <p>9. Close the lesson by expressing appreciation for the responsible work the students did investigating the training required for workers.</p>	<p>5. In small groups, students will talk about information they discovered in their investigations about the training or education requirements needed for the career or job of the workers they interviewed.</p> <p>6. Group members will work independently as well as cooperatively to complete Interview Summaries to be used as evidence pages for the 3rd grade classroom book.</p> <p>7. Groups will report information to the class and help compile evidence pages.</p> <p>8. Students will write a concluding paragraph in response to the prompt “As a result of analyzing the data collected by our team, I conclude the following about the world of work and me”.</p> <p>9. High Five!</p>
---	--

Teacher Follow-Up Activities

Encourage teachers to talk about the “school skills” workers need. When teaching content areas, discuss careers, which are relevant, (e.g., mathematics: Accountant, Bookkeeper, Banker, Cashier).

Counselor reflection notes (completed after the lesson)

Activity Sheet: INTERVIEW SUMMARY

Group Report/Evidence Page

Group Members' Names:

Name of worker and job:

1. We learned that this person's role is to:

2. We learned that one of this person's responsibilities is:

3. We learned that one skill this person uses is

4. We learned that one knowledge skill this person needs is

5. Another thing we learned about this person is:

6. I might like to become a _____

Group Member _____ YES NO Maybe

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 career readiness and success.

Major Points: Employment 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 and effort. In addition, employment readiness skills include appreciation and respect for other’s differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one’s contribution in the classroom and in the workplace.

UNIT DESCRIPTION: Career Investigations: Jobs in the World of Work In third grade, students will be gaining additional information about the world of work and workers through actual interviews with adult workers. Students will assume the roles of Investigative Reporters and will contribute information on people at work.		SUGGESTED UNIT TIMELINE: 3 Lessons CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS: 1. Why does our world need different types of jobs? 2. Why do people need jobs?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will explain what workers do and need to know in two careers.		CD.8.A.03: Explain what workers do and need to know in various careers. CD.8.B.03: Gather information regarding training and education for a variety of careers.		RF.3.3 RF.3.4 W.3.1 W.3.2 W.3.4 W.3.8 SL.3.1 SL.3.2 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.2 L.3.4 L.3.5 L.3.6	CD A. Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.	DOK Level – 2
2. The student will gather information regarding training and education for at least two careers.		CD.8.A.03 CD.8.B.03		RF.3.3 RF.3.4 W.3.1 W.3.2 W.3.4 W.3.8 SL.3.1 SL.3.2	CD A	DOK Level – 2

				SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.2 L.3.4 L.3.5 L.3.6		
ASSESSMENT DESCRIPTIONS*:						
The student will investigate (gather information about) the kinds of work adults do, the responsibilities they have, and the skills and tools they use to complete their work. The student will collect information and record what he/she learns on his/her Activity Sheets. After interviewing adults about what they do and need to know to do their jobs, the student will analyze the information he/she collects and synthesize the worker information. The results will become a part of an "Evidence File" compiled as a classroom book.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1	See Lessons: Lesson #1: Becoming A Career Detective (Part 1)					
2	Lesson #2: Becoming A Career Detective (Part 2)					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1	See Lessons: Lesson #1: Becoming A Career Detective (Part 1)					
2	Lesson #2: Becoming A Career Detective (Part 2)					
	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 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 checked="" type="checkbox"/> Reflective Discussion (Ls.1,2) <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping	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	Independent Study <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input checked="" type="checkbox"/> Learning Logs (Ls. 1,2) <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons	Interactive Instruction <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing (Ls. 1) <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 checked="" type="checkbox"/> Cooperative Learning (Ls.	

Grade Level/Course Title: 3 / Unit Template_CD8-Gr3-Unit1-Career Investigations Jobs in the World of Work
 Course Code: Career Development

		<input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input checked="" type="checkbox"/> Assigned Questions (Ls. 2) <input type="checkbox"/> Learning Centers	1) <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
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: Skills for Success	Grade Level: 3
Number of Lessons in Unit: 2	
Time Required for each lesson: 30 minutes	
Best time of year to implement this Unit: Anytime	
Lesson Titles:	
Lesson # 1: Getting Ready for Success, Part 1	
Materials/Special Preparations Required:	
Personal, Ethical, and Work Habit Skills Activity Sheet: Copy and cut skills into strips for each student.	
3 Large pieces of paper – 1 titled “Personal Skills”, 1 titled “Ethical Skills”, and 1 titled “Work Habit Skills”	
Resource 1: Missouri Mule Poem	
Lesson # 2: Getting Ready for Success, Part 2	
Materials/Special Preparations Required:	
Personal, Ethical, and Work Habit Skills Activity Sheet: Copy for each group of four students (cut into strips prior to lesson)	
Large Venn diagrams for each group	
Tape for each group	
Missouri Comprehensive Guidance and Counseling Big Idea:	
CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectation (GLE):	
CD.9.A.03: Compare personal, ethical, and work habit skills needed for school success with those of workers in the community. (DOK Level-2)	
American School Counselor Association (ASCA) National Standard:	
Career Development	
C: Students will understand the relationship between personal qualities, education, training and the world of work.	

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate written, visual, and oral presentations and works 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
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

	1. Explain reasoning and identify information used to support decisions
--	---

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

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

Unit Essential Questions:

How are skills related to success?

Unit Measurable Learning Objective:

The students will identify two personal skills, two ethical skills, and two work habit skills needed for success in school and work.
--

Unit Instructional Strategies/Instructional Activities:

<input checked="" type="checkbox"/> Direct (Compare and Contrast, Guided and Sharing-reading, listening, viewing) <input checked="" type="checkbox"/> Indirect (Concept Mapping) <input type="checkbox"/> Experiential <input type="checkbox"/> Independent study (Research Project) <input checked="" type="checkbox"/> Interactive Instruction (Peer Partner Learning, Discussion)
--

Unit Summative Assessment (acceptable evidence):

<p>Summative assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc. Assessment can be question answer, performance activity, etc.</p> <p>Students categorize skills into group areas of: personal skills, ethical skills, and work habits, and then create a Venn diagram depicting the comparison between skills needed for school success and job success of workers in the community.</p>

Brief Summary of Unit:

<p>Students review basic skill areas and practice categorizing specific skills in the areas of personal skills, ethical skills, and work habit skills. Students then compare those skills to school and job success.</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>What does success mean? Students need knowledge of skills important for school success.</p>
--

Unit #1 Title: Skills for Success	
Lesson Title: Getting Ready for Success, Part 1	Lesson: 1 of 2
Grade Level: 3	
Length of Lesson: 30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectation (GLE): CD.9.A.03: Compare personal, ethical, and work habit skills needed for school success with those of workers in the community.	
American School Counselor Association (ASCA) National Standard: Career Development C. Students will understand the relationship between personal qualities, education, training and the world of work.	

Materials and Resources (include activity sheets or supporting resources)

<p><i>Personal, Ethical, and Work Habit Skills Activity Sheet:</i> Copy and cut skills into strips for each student.</p> <p>3 Large pieces of paper – 1 titled “Personal Skills”, 1 titled “Ethical Skills”, and 1 titled “Work Habit Skills”</p> <p>Resource 1: Missouri Mule Poem</p>

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate written, visual, and oral presentations and works
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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

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

	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect	X	Creativity		

Lesson Measurable Learning Objectives

The student will categorize personal skills, ethical skills, and work habit skills.

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 verbally respond to the following questions: Which category does each skill fall into? Do skills fall into more than one category?

Lesson Preparation

Essential Questions: How are skills related to success?
Engagement: (Hook)
 Read the *Missouri Mule* poem aloud – Discuss the personal, ethical, and work habit skills (or lack thereof) that the mule exhibits. In the discussion of the mule’s skills, identify the personal skill then hold up the personal skills sign and hang in one area of the room. Do the same procedure with the other two skills.

 Review what personal, ethical and work habit skills are:
Personal Skills are skills about how a person treats themselves or others.
Ethical Skills are skills a person uses when doing the right/wrong thing in different situations.
Work Habit Skills are skills a person uses to complete an assignment/job.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> Counselor says, “I have listed some personal, ethical, and work habit skills on slips of paper. Each of the skills will fit into at least one of the categories on the signs: Personal Skills, Ethical Skills or Work Habit Skills. You will each draw out one of the slips of paper. When I say “Show Me”, walk to the appropriate section of the room where your work skill would belong.” 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students take a slip of paper, and upon hearing the “Show Me” command they move to the appropriate area of the room.
--	--

<ol style="list-style-type: none"> 2. Proceed to one of the areas and choose a student to read the skill on his/her slip of paper and explain why he/she went to that area of the room. 3. Ask if that skill could also go in another area. 4. Follow same routine until all students have shared. 5. Close the lesson by having the students rewrite the “<i>Missouri Mule</i>” poem or by writing a poem of their own using the positive Personal Skills, Ethical Skills, and Work Habit Skills shared during the lesson. 	<ol style="list-style-type: none"> 2. Student reads his/her skill and gives the reason he/she went to that area. 3. Student identifies other areas that the skill could fit into, and their rationale. 4. Students follow same response procedure. 5. Students share their poem.
---	--

Teacher Follow-Up Activities

Encourage classroom teacher to relate the Personal Skills, Ethical Skills, and Work Habit Skills to the work students do in the classroom.

Counselor reflection notes

Activity Sheet 1

Personal Skills, Ethical Skills, and Work Habit Skills

Please Note: Skills will likely fit into more than one category.

Personal Skills	Ethical Skills	Work Habit Skills
Cooperation – getting along	Integrity – doing the right thing	Self-advocacy – standing up for what you believe in
Mind your own business	Honesty – telling the truth	Assertiveness – saying what you believe in
Watch out for others	Loyalty – being true to your friends	Punctuality – being on time
Clean Bodies	Apologize for mistakes	Team Work
Clean Clothes	Consideration of others	Perseverance – sticking with something until you get it done
Listening	Respectful of other people’s property	Good Attendance
Helpfulness	Respectful of self	Giving Your Best Effort
Participating	Respectful of others	Communication
Willing to learn new things	Truthfulness	Neatness
Sense of humor	Kindness	Meeting Deadlines
Good sport	Trustworthiness – can be trusted	Fully Completing Work
Positive attitude		Learning From Mistakes
Keep your hands to yourself		
Kind words		
If you can’t say something nice, don’t say anything at all.		

Resource 1

Missouri Mule Poem

There once was a mule in a field,
His stubbornness was his shield.
He kicked and he fussed,
He rolled in the dust.
So his unhappy fate was sealed.

<p>Unit #1 Title: Skills for Success</p> <p>Lesson Title: Getting Ready for Success, Part 2 Lesson 2 of 2</p> <p>Grade Level: 3</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: CD.9: Applying Skills for College and Career Readiness and Success</p> <p>Grade Level Expectation (GLE): CD.9.A.03: Compare personal, ethical, and work habit skills needed for school success with those of workers in the community.</p> <p>American School Counselor Association (ASCA) National Standard: Career Development C: Students will understand the relationship between personal qualities, education, training, and the world of work.</p>
--

Materials (include activity sheets and/ or supporting resources)

<p><i>Personal, Ethical, and Work Habit Skills Activity Sheet:</i> Copy for each group of four students—(cut into strips prior to lesson)</p> <p>Large Venn diagrams for each group</p> <p>Tape for each group</p>
--

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

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

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives

The student will identify two personal skills, two ethical skills, and two work habit skills needed for success in school and work.

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 categorize personal skills, ethical skills, and work habit skills needed for success in work and school by completing a Venn diagram.

Lesson Preparation

Essential Questions:

How are skills related to success?

Engagement: (Hook)

Review of poem and activity from previous session.

Personal Skills are skills about how a person treats themselves or others.

Ethical Skills are skills a person uses when doing the right/wrong thing in different situations.

Work Habit Skills are skills a person uses to complete an assignment/job.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Divide students into groups of 4 and hand out Venn diagram, skill strips, and tape to each group. (Venn diagram has two overlapping circles, one labeled school success skills and the other labeled community worker skills). 2. Instruct students to tape each skill strip in the appropriate category on the Venn diagram. 3. Teacher asks the group to nominate a spokesperson for the group. That person will give a report summarizing their finished Venn diagram. 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students get into their groups. 2. Students tape skill strips in the appropriate category. 3. Within each group, a spokesperson is nominated and that person gives a report summarizing their Venn diagram.
--	--

Teacher Follow-Up Activities

Encourage classroom teacher to relate the Personal skills, Ethical skills, and Work Habit skills to the work students do in the classroom.

Counselor reflection notes

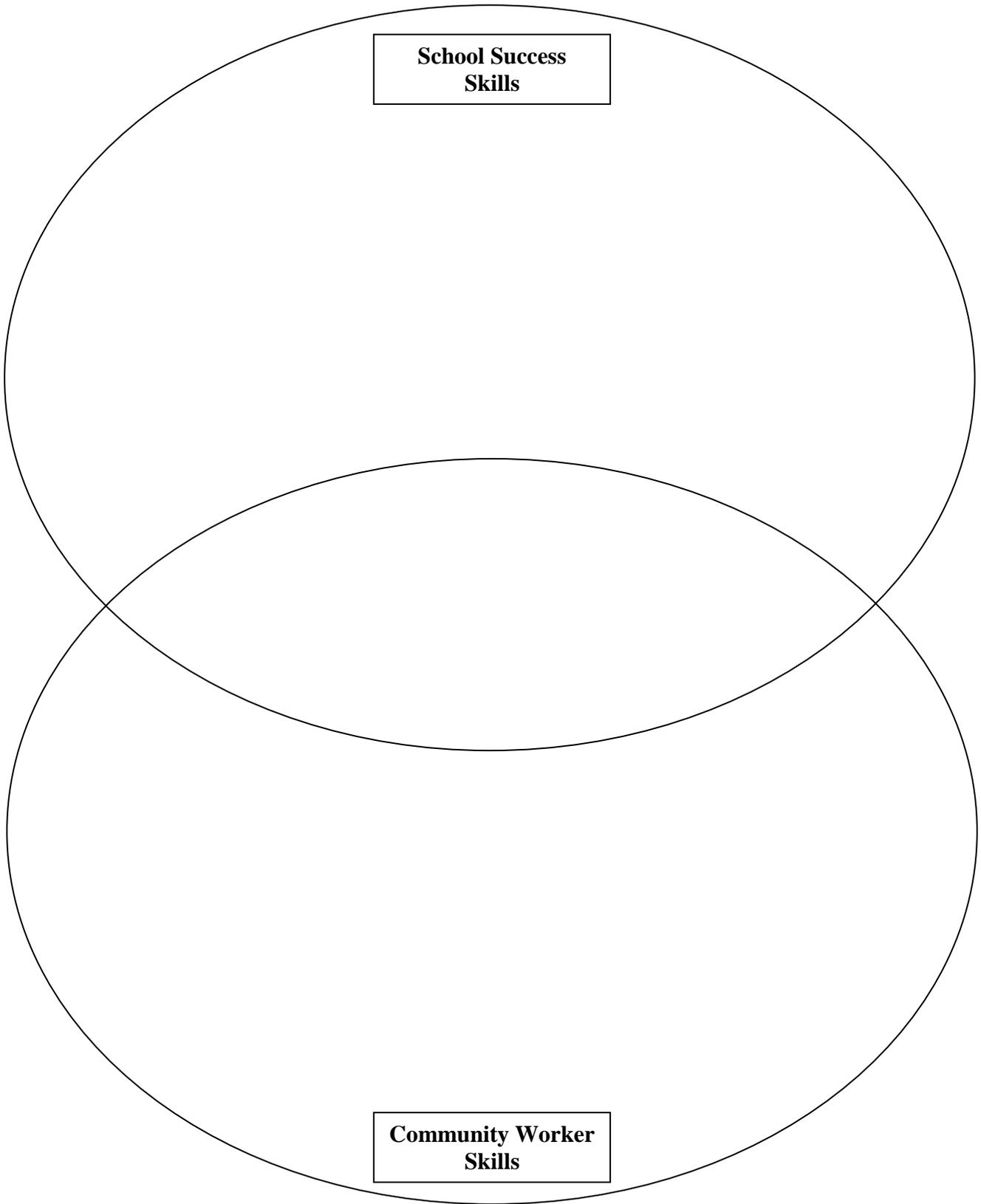
Activity Sheet 1

Personal, Ethical, and Work Habit Skills

Please Note: Skills will likely fit into more than one category.

Personal Skills	Ethical Skills	Work Habit Skills
Cooperation – getting along	Integrity – doing the right thing	Self-advocacy – standing up for what you believe in
Mind your own business	Honesty – telling the truth	Assertiveness – saying what you believe in
Watch out for others	Loyalty – being true to your friends	Punctuality – being on time
Clean Bodies	Apologize for mistakes	Team Work
Clean Clothes	Consideration of others	Perseverance – sticking with something until you get it done
Listening	Respectful of other people’s property	Good Attendance
Helpfulness	Respectful of self	Giving Your Best Effort
Participating	Respectful of others	Communication
Willing to learn new things	Truthfulness	Neatness
Sense of humor	Kindness	Meeting Deadlines
Good sport	Trustworthiness – can be trusted	Fully Completing Work
Positive attitude		Learning From Mistakes
Keep your hands to yourself		
Kind words		
If you can’t say something nice, don’t say anything at all.		

Venn diagram



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: Skills for Success		SUGGESTED UNIT TIMELINE: 2 Lessons				
Students review basic skill areas and practice categorizing specific skills in the areas of personal skills, ethical skills, and work habit skills. Students then compare those skills to school and job success.		CLASS PERIOD (min.): 30 minutes per lesson				
ESSENTIAL QUESTIONS:						
1. How are skills related to success?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLSs	PS	CCSS	OTHER ASCA	DOK
1. The student will categorize personal skills, ethical skills, and work habits skills.		CD.9.A.03 Compare personal, ethical, and work habit skills needed for school success with those of workers in the community.		RF.3.3 SL.3.1 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.3 L.3.4 L.3.5 L.3.6 1.MD.4	CD C Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level-2
2. The student will identify two personal skills, two ethical skills, and two work habit skills needed for success in school and work.		CD.9.A.03		RF.3.3 SL.3.1 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.3 L.3.4 L.3.5 L.3.6 1.MD.4	CD C	DOK Level-2
ASSESSMENT DESCRIPTIONS*:						
Students categorize skills into group areas of personal skills, ethical skills, and work habits and then create a Venn diagram depicting the comparison between skills needed for school success and job success of workers in the community.						

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2	See Lessons: Lesson 1: Getting Ready for Success, Part 1 Lesson 2: Getting Ready for Success, Part 2				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2	See Lessons: Lesson 1: Getting Ready for Success, Part 1 Lesson 2: Getting Ready for Success, Part 2				
	<u>Direct:</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 checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2)	<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 <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input checked="" type="checkbox"/> Concept Mapping (Ls. 2) <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 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 <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	<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, 2) <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
UNIT RESOURCES: (include internet addresses for linking)					
Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/					

Grade Level/Course Title: 3 / CD9-Gr3-Unit1
Development

Course Code: Career

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: Worker in our School Community

Grade Level: 3

Number of Lessons in Unit: 3

Time Required for each lesson: 30 – 45 minutes

NOTE: This Unit includes a job shadowing experience with a worker in the school. The time required for the shadowing experience is not included in the time estimates.

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: Me and My Job Shadow, Part 1

Materials/Special Preparations Required:

Schedule several school personnel (custodian, bus driver, nurse, secretary, kitchen staff, principal) to talk for five minutes each regarding the specific skills needed to be a helper for their specific job

Paper and writing materials for students to take notes

Activity Sheet: *School Job Ranking*

Lesson 2: Me and My Job Shadow, Part 2

Materials/Special Preparations Required:

Student rankings of helper roles and paragraph summary from Lesson 1

Paper, highlighters, colored pencils, or crayons.

Activity Sheet: *Job Skills*

Activity Sheet: *School Job Ranking* (completed during Lesson 1)

Lesson 3: Me and My Job Shadow, Part 3

Materials/Special Preparations Required:

Prior to this lesson, students will have had an opportunity to job shadow a school employee

Paper for thank you notes, pencils, crayons, and markers

Activity Sheet: *Thank you*

Activity Sheet: *Job Shadow Reflection*

Missouri Comprehensive Guidance and Counseling Big Idea:

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

Grade Level Expectation (GLE):

CD.9.B.03: Identify and apply the steps to obtain helper jobs within the school. (DOK Level- 3)

American School Counselor Association (ASCA) National Standard:

Career Development

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

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

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual, and oral presentations and works 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Understand and apply the rights and responsibilities of citizenship in Missouri and in the United States 8. Analyze the duties and responsibilities of individuals in societies

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

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

Unit Essential Questions:

Why is it important to develop skills to obtain jobs?

Unit Measurable Learning Objective:

The student will identify five skills needed to perform helper jobs within the school system.
 The student will identify five personal skills that he/she possess to aid in performing helper jobs within the school system.
 The student will write a rationale describing possible jobs to shadow.
 The student will complete a job shadow experience with specific school personnel and write a three paragraph reflective summary of the experience.

Unit Instructional Strategies/Instructional Activities:

Direct (Compare and Contrast, Demonstrations, Guided & Shared)
 Indirect (Inquiry, Writing to Inform, Concept Formation)
 Experiential (Field Observations)
 Independent study (Homework)
 Interactive Instruction

Unit Summative Assessment (acceptable evidence):

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

Students will identify the skills that are important in performing helper jobs in the school and the skills that are possessed personally by the student. Students will write a short paragraph to summarize this information.

On completion of the job shadowing experience, students will write a three-paragraph summary of the experience. The summary will include a description of the overall experience, a description of the skills utilized during the experience, and an explanation of the positive and negative aspects of the job they experienced. After the students complete the reflection piece, they will compose a thank you note to the person they shadowed.

Brief Summary of Unit:

Students will identify the skills necessary for a school helper job and complete the steps to obtain a helper job within the school community. Students will job shadow a person of their choice within the school setting and write a reflection of the experience.

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

Every job is important and requires basic skills. Students need to know basic work skills to be successful in school and work.

Unit #2 Title: Workers in Our School Community	
Lesson Title: Me and My Job Shadow, Part 1	Lesson 1 of 3
Grade Level: 3	
Time Required: 30-45 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectation (GLE): CD.9.B.03: Identify and apply the steps to obtain helper jobs within the school.	
American School Counselor Association (ASCA) National Standard: Career Development B: Students will employ strategies to achieve future career goals with success and satisfaction.	

Materials and Resources (include handouts or supporting documents)

<p>Schedule several school personnel (custodian, bus driver, nurse, secretary, kitchen staff, principal) to talk for five minutes each regarding the specific skills needed to be a helper for their specific job.</p> <p>Paper and writing materials for students to take notes.</p> <p>Activity Sheet: <i>School Job Ranking</i></p>
--

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>5. Comprehend and evaluate written, visual, and oral presentations and works</p> <p>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers</p>
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions</p> <p>3. Understand and apply the rights and responsibilities of citizenship in Missouri and in the United States</p> <p>8. Analyze the duties and responsibilities of individuals in societies</p>

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	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives

The student will identify five skills needed to perform helper jobs within the school system.
 The student will write a rationale describing possible jobs to shadow.

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 identify the skills that are important in performing helper jobs in the school and the skills that are possessed personally by the student. Students will write a short paragraph to summarize the information learned about their top three job shadowing choices.

Lesson Preparation

Essential Questions:
 Why is it important to develop skills to obtain jobs?

Engagement: (Hook)
 Turn off the lights and turn on a flashlight. Ask a student to hold the flashlight and shine it on the wall. Use your hands to make shadows in front of the flashlight to reflect on the wall. Ask the students: What is this? What is a shadow? What does a shadow do?
 Let some of the students make shadow in front of the flashlight.

Procedures

Instructional Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. Tell the students that in the coming days, they will possibly have the opportunity to “job shadow” with school personnel of their choice in the near future. Ask students if they know what job shadowing means. Why would it be important for students to job shadow people in the working world? If it’s not possible to job shadow individually then the counselor can arrange for small groups or classes to visit different workers in the building (school cook, secretary, custodian, principal, counselor). Explain to the students that today (or this week) they will be listening to several speakers who are members of the school community. These speakers will be discussing the skills necessary for their jobs as well as the tasks they perform on a daily basis.</p> <p>2. Introduce each speaker to the class and the speaker will talk for the allotted amount of time. (3-5 minutes each). Each speaker will follow this format. Speakers will:</p> <ul style="list-style-type: none"> • Introduce themselves and share their job title. • Tell some important responsibilities they have with their job. • Tell what school skills they use on the job (reading, writing, math...) <p>3. After the last speaker, tell the students that between now and the next class session, students need to rank their top three choices and write a paragraph describing their reasons for the choices they made. Develop your own ranking sheet or use the one provided with the lesson <i>School Job Ranking Activity Sheet</i>. The students can write their paragraph on the back of the ranking sheet.</p>	<p>1. Students will listen to the speakers and take notes on the information.</p> <p>2. Students will listen to the speakers and take notes on the information.</p> <p>3. During the remaining time, students begin ranking their choices and writing about their reasons for making those choices.</p>

Teacher Follow-Up Activities

Ask the classroom teacher to allow students time to finish ranking job shadowing preferences and their rationale for their choices.

Counselor reflection notes

Activity Sheet

School Job Ranking Sheet

(Rank your top 3)

- _____ Principal
- _____ Assistant Principal
- _____ Secretary
- _____ Custodian
- _____ Speech Pathologist
- _____ Teacher
- _____ Counselor
- _____ P.E. Teacher
- _____ Media Specialist
- _____ Music Teacher
- _____ Bus Driver
- _____ Art Teacher
- _____
- _____
- _____
- _____

Unit #2 Title: Workers in Our School Community	
Lesson Title: Me and My Job Shadow, Part 2	Lesson 2 of 3
Grade Level: 3	
Time Required: 30-45 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectation (GLE): CD.9.B.03: Identify and apply the steps to obtain helper jobs within the school.	
American School Counselor Association (ASCA) National Standard: Career Development B: Students will employ strategies to achieve future career goals with success and satisfaction.	

Materials and Resources (include handouts or supporting documents)

Student rankings of helper roles and paragraph summary from Lesson 1 Paper, highlighters, colored pencils, or crayons. <i>Job Skills</i> Activity Sheet <i>School Job Ranking</i> Activity Sheet (completed during Lesson 1)

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

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual, and oral presentations and works 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Understand and apply the rights and responsibilities of citizenship in Missouri and in the United States 8. Analyze the duties and responsibilities of individuals n societies

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	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives

<p>The student will identify five personal skills that he/she possess to aid in performing helper jobs within the school system.</p> <p>The student will write a rationale describing possible jobs to shadow.</p>
--

Lesson Formative Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.</p> <p>Students will identify the skills that are important in performing helper jobs in the school and the skills that are possessed personally by the student. Students will write a short paragraph to summarize the information learned about their top three job shadowing choices.</p>

Lesson Preparation

<p>Essential Questions:</p> <p>Why is it important to develop skills to obtain jobs?</p> <p>Engagement (Hook):</p> <p>Ask students for feedback and definitions of job shadowing from their experiences in the previous lesson.</p> <p>Explain the opportunity to job shadow with school personnel of their choice</p>
--

Procedures

<p>Instructional Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Tell students that today they will use their ranking sheet, and what they wrote about job shadowing from the previous lesson (<i>School Job Ranking Activity Sheet</i> completed during Lesson 1). Ask several to explain the rationale for their choices. 2. Using the <i>Job Skills Activity Sheet</i>, instruct the students to select their top 3 choices on the <i>School Job Ranking Sheet</i> one member of the school workers and list the skills he or she possesses that would be necessary in the job. Then, instruct 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students will discuss what they wrote at the end of Lesson 1. 2. Students will create a comparison list.
---	--

<p>students to use their highlighter to mark the skills that the student possesses now on the 3 top ranked jobs.</p> <p>3. After completion of the of <i>Job Skills</i> activity sheet, instruct the students to identify skills they have in common. Based on this information, re-rank their choices for job shadowing.</p> <p>4. Use their choices in assigning job shadow experiences. Students will be assigned to job shadow for 30 minutes in small groups. If that is not possible then the counselor will adapt the lesson as needed.</p>	<p>3. Students reevaluate their top three choices to make sure they match the skills.</p> <p>4. Students will participate in job shadowing when assignments are made.</p>
--	---

Teacher Follow-Up Activities

Work with the classroom teacher to schedule some time for the students to job shadow a school worker prior to Lesson 3.

Counselor reflection notes

Name: _____ Date: _____

Job Skills Activity Sheet

School Worker _____

List skills needed to be successful at this job.

<p>Unit #2 Title: Workers in Our School Community</p> <p>Lesson Title: Me and My Job Shadow, Part 3 Lesson 3 of 3</p> <p>Grade Level: 3</p> <p>Time Required: 30-45 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: CD.9: Applying Skills for College and Career Readiness and Success</p> <p>Grade Level Expectation (GLE): CD.9.B.03: Identify and apply the steps to obtain helper jobs within the school.</p> <p>American School Counselor Association (ASCA) National Standard: Career Development B: Students will employ strategies to achieve future career goals with success and satisfaction.</p>

Materials and Resources (include handouts or supporting documents)

<p>Prior to this lesson, students will have had an opportunity to job shadow a school employee</p> <p>Paper for thank you notes</p> <p>Pencils, crayons, and markers.</p> <p>Activity Sheet: <i>Thank you</i></p> <p>Activity Sheet: <i>Job Shadow Reflection</i></p>

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>5. Comprehend and evaluate written, visual, and oral presentations and works</p> <p>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers</p>
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions</p> <p>3. Understand and apply the rights and responsibilities of citizenship in Missouri and in the United States</p> <p>8. Analyze the duties and responsibilities of individuals in societies</p>

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	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives

The student will complete a job shadow experience with specific school personnel and write a three paragraph reflective summary of the experience.

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.
 Upon completion of the job shadowing experience, students will write a three paragraph summary of the experience which will include: A description of the overall experience, a description of the skills utilized during the experience, and an explanation of the positive and negative aspects of the job they experienced. After the students complete the reflection piece, the student will compose a thank you note to the person he or she job shadowed.

Lesson Preparation

Essential Questions:
 Why is it important to develop skills to obtain jobs?

Engagement: (Hook)
 The job shadowing experience will be the engagement for this lesson.

Procedures

<p>Instructional Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> Instruct students to complete the <i>Job Shadow Reflection</i> activity sheet, a reflection paper about their job shadow experience. Their reflection will include a description of the overall experience, a description of the skills utilized during the experience, and an explanation of the positive and negative aspects of the job they experienced. Ask the students to share, with a partner, one thing he or she learned during the job 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students will complete the activity sheet. Each student will share one thing he or she learned during the job shadowing
--	--

<p>shadowing experience.</p> <ol style="list-style-type: none"> 3. Ask students to turn to another person and share one skill he or she used during the job shadow experience and/or one skill he or she observed the worker use during the job shadow experience. 4. Students will use the <i>Thank you</i> Activity Sheet to write a thank you note to the person he/she job shadowed. 5. Arrange for delivery of thank you notes to the appropriate people by students or you. 	<p>experience.</p> <ol style="list-style-type: none"> 3. Each student will share one skill he or she used or observed during the job shadow experience. 4. Students write thank you notes to the school staff member he or she job shadowed.
--	--

Teacher Follow-Up Activities

Work with classroom teacher to allow time for students to deliver thank you notes.

Counselor reflection notes

Thank You Activity Sheet

Dear _____,

Sincerely,

Job Shadow Reflection Activity Sheet

I did my job shadowing with _____.
(Name)

She/He is a _____.
(Job title, i.e. school librarian)

I observed _____ perform the following tasks:
(Name)

1. _____ (i.e. shelve books)

2. _____ (i.e. check out books)

3. _____ (i.e. sort books)

For a person to be _____, they would need the
(Name)
following skills:

1. _____ (i.e. organization)

2. _____ (i.e. cooperation)

3. _____ (i.e. communication)

Three of the skills I possess the would make me a successful _____

_____ are:
(job/career student selected to shadow)

1. _____

2. _____

3. _____

Two of the things I most enjoyed about shadowing _____

_____ were: _____
(Name of individual the student shadowed)

and _____.

Two things I observed that would be hard for me to perform this career/job

are _____ and _____.

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: Workers in our School Community Students will identify the skills necessary for a school helper job and complete the steps to obtain a helper job within the school community. Students will job shadow a person of their choice within the school setting and write a reflection of the experience.		SUGGESTED UNIT TIMELINE: 3 Lessons CLASS PERIOD (min.): 30-45 minutes per lesson				
ESSENTIAL QUESTIONS: 1. Why is it important to develop skills to obtain jobs?						
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 five skills needed to perform helper jobs within the school system.		D.9.B.03: Identify and apply the steps to obtain helper jobs within the school.		RF.3.3 W.3.2 W.3.4 SL.3.1 SL.3.2 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6	CD B Students will employ strategies to achieve future career goals with success and satisfaction.	DOK Level- 3
2. The student will identify five personal skills that he/she possess to aid in performing helper jobs within the school system.		D.9.B.03		RF.3.3 W.3.2 W.3.4 SL.3.1 SL.3.2 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6	CD B	DOK Level- 3

<p>3. The student will write a rationale describing possible jobs to shadow.</p>	<p>D.9.B.03</p>		<p>RF.3.3 W.3.2 W.3.4 SL.3.1 SL.3.2 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6</p>	<p>CD B</p>	<p>DOK Level- 3</p>
<p>4. The student will complete a job shadow experience with specific school personnel and write a three paragraph reflective summary of the experience.</p>	<p>D.9.B.03</p>		<p>RF.3.3 W.3.2 W.3.4 SL.3.1 SL.3.2 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6</p>	<p>CD B</p>	<p>DOK Level- 3</p>

ASSESSMENT DESCRIPTIONS*:
 Students will identify the skills that are important in performing helper jobs in the school and the skills that are possessed personally by the student. Students will write a short paragraph to summarize this information.

On completion of the job shadowing experience, students will write a three-paragraph summary of the experience. The summary will include a description of the overall experience, a description of the skills utilized during the experience, and an explanation of the positive and negative aspects of the job they experienced. After the students complete the reflection piece, they will compose a thank you note to the person they shadowed.

<p>Obj. #</p>	<p>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</p>
	<p><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</p>

1 2 3 4	See Lessons: Lesson 1: Me and My Job Shadow, Part 1 Lesson 2: Me and My Job Shadow, Part 2 Lesson 3: Me and My Job Shadow, Part 3				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4	See Lessons: Lesson 1: Me and My Job Shadow, Part 1 Lesson 2: Me and My Job Shadow, Part 2 Lesson 3: Me and My Job Shadow, Part 3				
	Direct: <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. 2) <input type="checkbox"/> Didactic Questions <input checked="" type="checkbox"/> Demonstrations (Ls. 1) <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1)	Indirect: <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input checked="" type="checkbox"/> Inquiry (Ls. 1) <input type="checkbox"/> Reflective Discussion <input checked="" type="checkbox"/> Writing to Inform (Ls. 1) <input checked="" type="checkbox"/> Concept Formation (Ls. 1) <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 checked="" type="checkbox"/> Field Observations (Ls. 2) <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 checked="" type="checkbox"/> Homework (Ls. 2) <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	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 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: (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					

