

Unit #1 Title: I Understand Me	Grade Level: 5
Number of Lessons in Unit: 3	
Time Required for each lesson: 30 minutes	
Best time of year to implement this Unit: Anytime and could also be used for a small group.	
Lesson Titles:	
Lesson 1: Finding the Positive	
Materials/Special Preparations Required;	
Magazines, poster board, scissors, glue sticks, markers.	
Prepare a hallway or classroom “art gallery” using fancy butcher paper frames to “frame” the students’ self-concept collages.	
Lesson 2: Keep Finding the Positive	
Materials/Special Preparations Required:	
Completed Self-Concept Collages from Lesson 1	
Group Role Cards (Resource Sheet 1)	
Lesson 3: Are You Balanced?	
Materials/Special Preparations Required:	
Balance Scales borrowed from math or science classrooms.	
Small blocks or other manipulatives that can be used as weights on the scales.	
“Am I Balanced?” worksheet (activity sheet 1)	
Pencils	
Poster. Chart paper and markers or smart board.	
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.05: Demonstrate the personal characteristics to maintain a positive self-concept. (DOK Level - 2)	
PS.1.B.05: Develop strategies to balance family, school, and community roles. (DOK Level - 3)	
PS.1.C.05: Demonstrate personal characteristics of a contributing member of the school community. (DOK Level - 2)	
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
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	<ul style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine research 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	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ul style="list-style-type: none"> 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	<p>Goal 3: Recognize and solve problems</p> <ul style="list-style-type: none"> 6. Examine problems and proposed solutions from multiple perspectives
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 1. Speaking and writing standard English 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as storytelling, debates, lectures, multi-media productions) 6. Participating in formal and informal presentations and discussions of issues and ideas
X Mathematics	<ul style="list-style-type: none"> 3. Data analysis, probability, and statistics
X Social Studies	<ul style="list-style-type: none"> 6. Relationships of the individual and groups to institutions and cultural traditions
Science	
Health/Physical Education	
X Fine Arts	<ul style="list-style-type: none"> 1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

<p>How does positive self-concept help students contribute to the school community?</p> <p>Why is it important to have a balanced life?</p> <p>How does having balance in a person’s life impact them?</p>
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Unit Measurable Learning Objectives:

<p>The student will identify at least three aspects of a positive self-concept.</p> <p>The student will create and present a collage depicting at least three aspects of a positive self-concept.</p> <p>The student will identify and categorize at least ten activities in which he/she participates.</p> <p>The student will compare and contrast the amount of activities in each of the four categories.</p> <p>The student will identify at least one strategy to balance their activities and responsibilities.</p>
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Unit Instructional Strategies/Instructional Activities:

- Direct (Structured Overview)
- Indirect (Problem Solving; Reflective Discussion; Concept Formation)
- Experiential
- Independent Study (Learning Activity Packages)
- Interactive Instruction (Brainstorming; 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 complete a worksheet and brainstorm strategies for balancing life roles.

Brief Summary of Unit:

This unit addresses positive self-concept, becoming a contributing member of the school community, and developing strategies to keep one's life roles balanced. This unit uses cooperative learning techniques to complete artwork, writing, and presentation activities as a means of having students demonstrate their understanding of the concepts presented in these lessons.

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 group roles.
- Knowledge of life roles people have.
- Knowledge of what self-concept means.
- Knowledge of what characteristics contribute to the school community.

Unit #1 Title: I Understand Me	
Lesson Title: Finding the Positive	Lesson 1 of 3
Grade Level: 5	
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 Expectations (GLEs):	
PS.1.A.05: Demonstrate the personal characteristics to maintain a positive self-concept.	
PS.1.C.05: Demonstrate personal characteristics of a contributing member of the school community.	
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)

Magazines, poster board, scissors, glue sticks, markers.
 Prepare a hallway or classroom “art gallery” using fancy butcher paper frames to “frame” the students’ self-concept collages.

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 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	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as storytelling, debates, lectures, multi-media

		productions) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify at least three aspects of a positive self concept.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.
Assessment can be question answer, performance activity, etc.
 Students’ choose positive self-concept visuals for their collage project.

Lesson Preparation

Essential Questions:
 How does positive self-concept help students contribute to the school community?

Engagement (Hook):
 Art project: Counselor dresses up as an artist (for example wear beret, smock, etc)...say:
 “Today I am (art teacher/famous artist) and we are going to create works of art for the hallways in our school.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Organize art materials. Introduce yourself as the “Famous Artist”	1. Students meet the “famous artist”.
2. Briefly introduce the topic of self-concept.	2. Students share initial understandings of self-concept.
3. Explain to students that they will work in cooperative groups and use magazine cutouts to create a collage that represents at least 3 characteristics of positive self-	3. Students move to small groups and get organized to create collages. Students listen and ask questions for clarification. Each group records their examples of how the

<p>concept.</p> <p>4. Direct each group to assign a member to write down examples of how the pictures on the collage demonstrate positive self-concept.</p> <p>5. Monitor cooperative groups and encourage discussion among group members.</p> <p>6. Give 5-minute time warning and help the group transition to clean up and storage of group collages.</p> <p>7. Collect collages and store them for use in the follow-up lesson when the collages will be discussed.</p>	<p>pictures on the collage demonstrate positive self-concept.</p> <p>4. Students discuss elements of their collage within their small group.</p> <p>5. Students work cooperatively.</p> <p>6. Students complete their group collage and assist with clean up.</p> <p>7. Students assist with storing supplies.</p>
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Teacher Follow-Up Activities

- Display the completed collages until the next class period and ask the students to journal:
1. What do they see in the collages that represent characteristics of a positive self-concept?
 2. What characteristics do they have that demonstrate a positive self-concept?

Counselor reflection notes (completed after the lesson)

Unit #1 Title: I Understand Me	
Lesson Title: Keep Finding the Positive	Lesson 2 of 3
Grade Level: 5	
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 Expectations (GLEs):	
PS.1.A.05: Demonstrate the personal characteristics to maintain a positive self concept	
PS.1.C.05: Demonstrate personal characteristics of a contributing member of the school community.	
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)

Group Role Cards (Resource Sheet 1)

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 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	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as storytelling, debates, lectures, multi-media productions) 6. Participating in formal and informal presentations

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will create and present their collage depicting at least three aspects of a positive self-concept.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Students will work as a group to present and explain their positive self-concept collage.

Lesson Preparation

Essential Questions:

How does positive self-concept help students contribute to the school community?

Engagement (Hook):

Display the words: *Leader, Presenter, Recorder, Encourager, Timekeeper and Collector*. Ask students to think about which role they fulfilled within their group when creating the collage.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Have students return to the cooperative group assignments determined in Lesson 1, and give each group a deck of role cards. DO NOT DISTRIBUTE “PRESENTER” CARD. 2. Instruct students to use role cards to discuss roles the members took on during Lesson 1. 3. Ask students to agree upon which students took on each role during the previous lesson. 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Return to the cooperative group assignment determined in Lesson 1 as they enter the room. 2. Students discuss their roles in the previous lesson. 3. Students determine which role each group member played.
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<p>4. Instruct students to distribute the role card to the identified member. Counselor distributes Presenter cards and explains the presenter role. Counselor directs groups to choose a presenter to report their work on the Self-Concept Collages.</p> <p>5. Counselor defines criteria for group presentation of the Self-Concept Collages (role assignments, explanation of their collage choices).</p> <p>6. Counselor facilitates presentations</p> <p>7. Counselor facilitates discussion of group presentations. <i>Why are roles important? How did working in a group increase or decrease positive self-concept?</i></p>	<p>4. Group members will choose a presenter from students who were not given a role card.</p> <p>5. The group recorder will write down the group's ideas.</p> <p>6. Groups will discuss their collage and explain how their choices demonstrate positive self-concept. The group presenter will utilize the recorders' notes to explain how the groups' collages demonstrate positive self-concept.</p> <p>7. Students discuss roles and positive self-concept.</p>
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Teacher Follow-Up Activities

- Display the completed collages in “an art gallery display” and ask them to once again journal:
1. What do they see in the collages that represent characteristics of a positive self-concept?
 2. What characteristics do they have that demonstrate a positive self-concept?

Compare journal entries completed after lesson 1 to journal entries completed after lesson.

Counselor reflection notes (completed after the lesson)

Group Role Cards

(Can be pasted to index cards and used as flash cards to learn about group roles or as badges to identify those roles in the group)

<p style="text-align: center;"><u>Leader</u></p> <ul style="list-style-type: none">• organized the group• planned how to format the collage• helped us share supplies• helped others understand what to do	<p style="text-align: center;"><u>Recorder</u></p> <ul style="list-style-type: none">• wrote down the group's ideas• kept a record of the group's work
<p style="text-align: center;"><u>Presenter</u></p> <ul style="list-style-type: none">• reports the group's ideas and work to others	<p style="text-align: center;"><u>Time Keeper</u></p> <ul style="list-style-type: none">• keeps the group on task and moving• monitors group time and lets others know how much time is left
<p style="text-align: center;"><u>Encourager</u></p> <ul style="list-style-type: none">• keeps the group motivated• compliments members on their work• compliments members on good group behavior	<p style="text-align: center;"><u>Collector</u></p> <ul style="list-style-type: none">• gathers group materials• returns group materials

Unit #1 Title: I Understand Me	
Lesson Title: Are You Balanced?	Lesson 3 of 3
Grade Level: 5	
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.05: Develop strategies to balance family, school, and community roles.	
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)

Balance Scales (borrowed from math or science departments)
Small blocks or other manipulatives to weigh on scales that can be used as weights on the scales.
<i>Am I Balanced?</i> worksheets and pencils
Poster, chart paper and markers, or SMART BOARD

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 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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
X	Mathematics	3. Data analysis, probability, and statistics
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		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify and categorize at least ten activities in which he/she participates.
 The student will compare and contrast the amount of activities in each of the categories.
 The student will identify at least one strategy to balance their activities and responsibilities.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
 Students will complete the worksheet and brainstorm strategies to keep their lives more balanced.

Lesson Preparation

Essential Questions: What does it mean to have balance in your life? How does having balance in a person’s life affect them?

Engagement (Hook): Have balance scales on tables and ask, “What do you think we are going to do today? *Hint: It has to do with different roles that students have.*”

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> Place balance scales on tables before class begins. Ask students to guess what the scales will be used for today. Distribute the worksheets and explain directions: Students will list a minimum of 10 activities in which he/she participates. Students will also categorize the activities into one of the four category boxes,(community involvement, friendship activities, school commitments, or family responsibilities and write the numbers on the “Total” line. Offer examples that can be written in each section to get students started. These could include : Computer time, phone(texting), sports, church, elderly 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students will guess how the scales will be used in the lesson. Students complete the worksheets to visualize their life roles.
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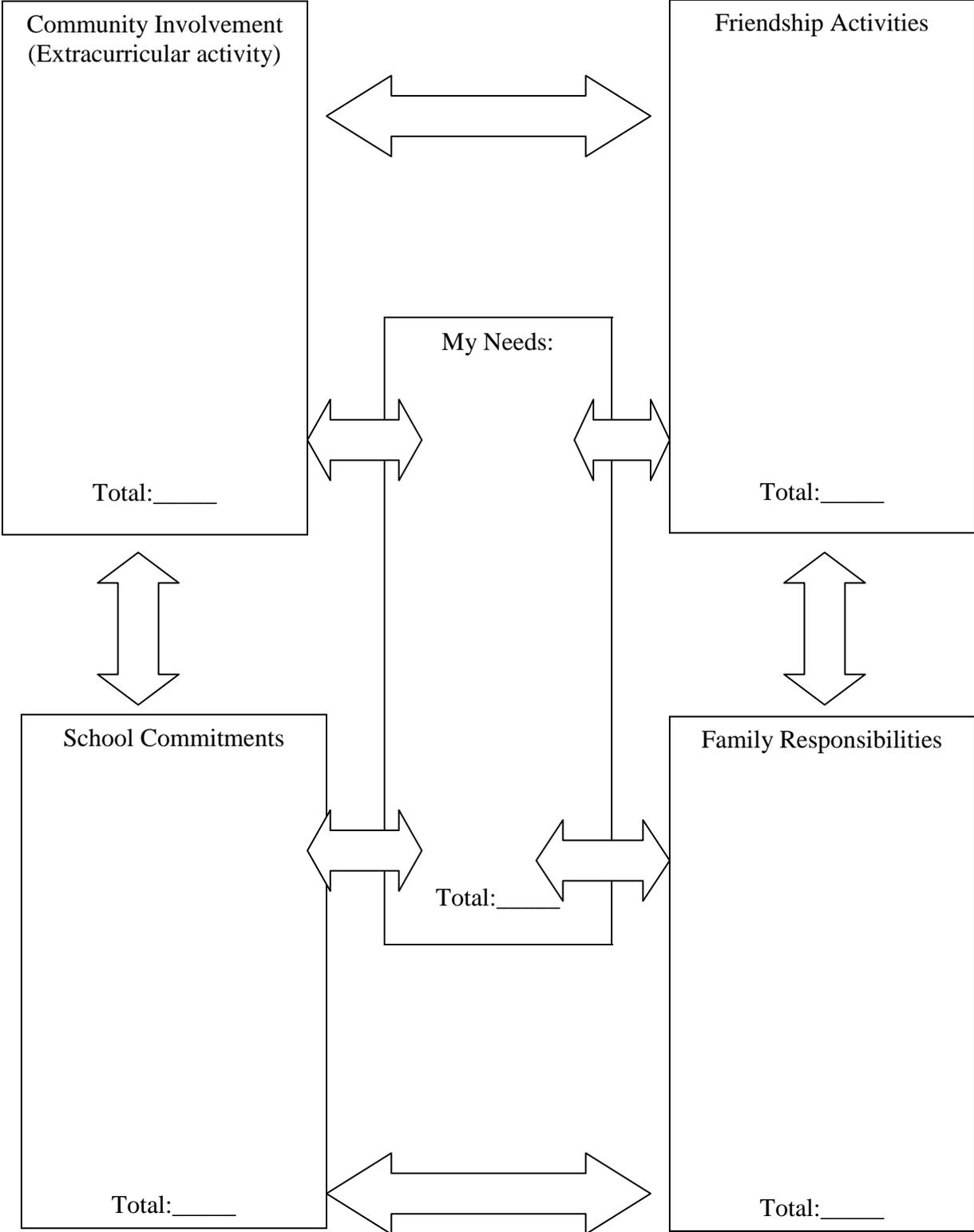
<p>family members, child care, clubs</p> <p>3. Distribute manipulatives to weigh on the balance scales. Students should get one manipulative for each item listed on their worksheet.</p> <p>4. Explain to students how the scales work.</p> <p>5. Direct students to use the scales and weights to compare different life roles. For example say: Weigh your friendship activities and your family responsibilities on each side of the balance. What do you see? Where do you spend more/less time? With family or with friends? How balanced are your life roles as you compare these two areas? Record what you need to change in order to make your life more balanced in the “My Needs Box”.</p> <p>6. End the lesson by asking students to brainstorm strategies to balance life. Record on the back of the worksheet. Offer opportunity for students to share their solutions.</p>	<p>3. Students will total the items listed on their worksheets.</p> <p>4. Students will use the scales to compare the “weight” of each life role area on their worksheets.</p> <p>5. Students will verbalize strategies to balance life roles.</p> <p>6. Students brainstorm strategies to balance life and have an opportunity to share ideas.</p>
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Teacher Follow-Up Activities

Give the list of strategies to the teacher to display in the classroom. Monitor the students during the lesson and consider targeting individuals who seem to need help with balance for individual or small group counseling.

Counselor reflection notes (completed after the lesson)

Am I Balanced?



Add all of your totals. What changes would make your life more balanced? What changes would help you better meet your needs? Write your answers on the back of this paper.

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: I Understand Me This unit addresses positive self-concept, becoming a contributing member of the school community, and developing strategies to keep one’s life roles balanced. This unit uses cooperative learning techniques to complete artwork, writing, and presentation activities as a means of having students demonstrate their understanding of the concepts presented in these lessons.</p>		<p>SUGGESTED UNIT TIMELINE: 3 Lessons CLASS PERIOD (min.): 30 minutes each</p>					
<p>ESSENTIAL QUESTIONS: 1. How does a positive self-concept impact behavior? 2. Why is it important to have a balanced life?</p>							
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS					
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK	
<p>1. The student will identify at least two aspects of a positive self-concept.</p>		<p>PS.1.A.05: Demonstrate the personal characteristics to maintain a positive self-concept.</p>		<p>RF.5.3 SL.5.1 L.5.3 L.5.4 L.5.5 L.5.6</p>	<p>P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.</p>	<p>Level 2</p>	
		<p>PS.1.B.05: Develop strategies to balance family, school, and community roles.</p>					<p>Level 3</p>
		<p>PS.1.C.05: Demonstrate personal characteristics of a contributing member of the school community.</p>					<p>Level 2</p>

2. The student will create and present a collage depicting at least three aspects of a positive self-concept.		PS.1.A.05 PS.1.B.05 PS.1.C.05		RF.5.3 SL.5.1 L.5.1 L.5.3 L.5.4 L.5.5 L.5.6		Level 2 Level 3 Level 2
3. The student will identify and categorize at least ten activities in which he/she participates.		PS.1.A.05 PS.1.B.05 PS.1.C.05		RF.5.3 SL.5.1 L.5.1 L.5.3 L.5.4 L.5.5 L.5.6		Level 2 Level 3 Level 2
4. The student will compare and contrast the amount of activities in each of the five categories.		PS.1.A.05 PS.1.B.05 PS.1.C.05		RF.5.3 SL.5.1 L.5.1 L.5.3 L.5.4 L.5.5 L.5.6		Level 2 Level 3 Level 2
5. The student will identify at least one strategy to balance their activities and responsibilities.		PS.1.A.05 PS.1.B.05 PS.1.C.05		RF.5.3 SL.5.1 L.5.1 L.5.3 L.5.4 L.5.5 L.5.6		Level 2 Level 3 Level 2
ASSESSMENT DESCRIPTIONS*: Students will complete a worksheet and brainstorm strategies for balancing life roles.						
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 5	See Lessons: Lesson 1 Finding the Positive Lesson 2 Keep Finding the Positive Lesson 3 Are You Balanced?				
Obj.#	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4 5	See Lessons: Lesson 1 Finding the Positive Lesson 2 Keep Finding the Positive Lesson 3 Are You Balanced?				
	<u>Direct:</u> <input checked="" type="checkbox"/> Structure Overview Ls 2 <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 checked="" type="checkbox"/> Problem Solving Ls 3 <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 checked="" type="checkbox"/> Concept Formation Ls 1 <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 checked="" type="checkbox"/> Learning Activity Packages Ls 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	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming Ls 3 <input type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning Ls 1,2 <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving Ls 3 <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 Differences in Others	Grade Level: 5
Number of Lessons in Unit: 3	
Time Required for each lesson: 30 - 45 minutes	
Best time of year to implement this Unit: Anytime	
Lesson Titles:	
Lesson 1: Acting Out Respect	
Materials/Special Preparations Required: Cooperation from another teacher. Copies of Role Play Scenario STAR Problem Solving Poster	
Lesson 2: Respecting Differences	
Materials/Special Preparations Required: Copies of the <i>Respect Mixer</i> worksheet for each student. Writing utensils Optional (Candy for the first five to turn in the worksheet complete with 12 different signatures.)	
Lesson 3: The Problem Solving Game	
Materials/Special Preparations Required: Pencils, pens, markers, and 12" x 18" construction paper. Pre-cut copies of the game cards for each group in an envelope. STAR Problem Solving Poster	
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.05: Exhibit mutual respect and compromise in relationships. (DOK Level - 4)	
PS.2.B.05: Demonstrate respect for individuals within diverse groups. (DOK Level - 3)	
PS.2.C.05: Review and implement strategies to resolve problems and conflicts successfully. (DOK Level - 4)	
American School Counselor Association (ASCA) National Standard:	
Personal and Social Development	
A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.	

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 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences.

	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:

Why is it important to respect differences in others?

Unit Measurable Learning Objectives:

<p>The student will contribute at least one idea to his/her small group related to compromise using the STAR problem solving model.</p> <p>The student will discover at least four ways he/she is similar or different from their classmates.</p> <p>The student will apply the STAR problem solving model to at least three scenarios.</p>

Unit Instructional Strategies/Instructional Activities:

<p><input type="checkbox"/> Direct</p> <p><input checked="" type="checkbox"/> Indirect (Problem Solving; Reflective Discussion)</p> <p><input checked="" type="checkbox"/> Experiential (Games; Role Playing)</p> <p><input type="checkbox"/> Independent Study</p> <p><input checked="" type="checkbox"/> Interactive Instruction (Role Playing; Brainstorming; Discussion; Cooperative Learning; Problem Solving; Interviewing)</p>

Unit Summative Assessment (acceptable evidence):

<p>Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.</p> <p>Students will work in small groups to apply relationship and problem solving strategies.</p>

Brief Summary of Unit: Fifth grade students will practice interacting in appropriate ways that display respect for individual and group differences. Role-playing will help students act out proactive behaviors, understand the importance of respecting others, and identify skills necessary to maintain relationships. Students enjoy mingling and learning about other people. In the second lesson, students will sign a worksheet for each characteristic that pertains to them. This activity emphasizes similarities and differences.

The Problem Solving Game activity gives students an opportunity to have fun while practicing appropriate problem solving skills. Students make the game board and use the problem cards that are with the lesson. Students can brainstorm additional problem cards. Every relationship has problems but with effective problem solving skills, compromise, and mutual respect, we can work and learn together successfully.

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

Students need to understand the STAR steps to problem solving. Stop, Think, Act, Review.

Unit 1 Title: Respecting Differences in Others	
Lesson Title: Acting Out Respect	Lesson 1 of 3
Grade Level: 5	Length of Lesson: 30- 45 minutes
Missouri Comprehensive Guidance and Counseling Big Idea: PS.2: Interacting With Others in Ways That Respect Individual and Group Differences	
Grade Level Expectation (GLE): PS.2.A.05: Exhibit mutual respect and compromise in relationships.	
American School Counselor Association (ASCA) National Standard: Personal and Social Development A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.	

Materials (include activity sheets and/ or supporting resources)

Copies of Role Play Scenario STAR Problem Solving Poster

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 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences.
	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	X	Integrity		Problem Solving
	Courage	X	Compassion	X	Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will contribute at least one idea to his/her small group related to compromise using the STAR problem solving model.

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.

In a classroom discussion, students identify how mutual respect and compromise in relationships is important.

Lesson Preparation

Essential Questions: Why do we need to have friends?

Engagement (Hook): In a prearranged role-play with the classroom teacher, the counselor loudly and irately complains about someone taking a favorite pen out of the office without permission. Ask the class: What should be done to resolve the situation using respect and compromise?

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Introduce what it means to compromise. 2. What are the words or actions someone would need to use in order to compromise respectfully? 3. Introduce the steps of compromise to students using the STAR method of problem solving. <ol style="list-style-type: none"> a. Stop – Identify the situation or problem to compromise that needs to be solved. b. Think – Think about the choices or options to solve the situation or problem. c. Act – Decide how you are going to compromise. d. Review – Review the final compromise to the situation. 4. Divide the class into teams of four to five students. 	<ol style="list-style-type: none"> 1. Students share ideas. Examples: Compromising means to give and take in a situation. Each person involved may have to give up the way they think it should be and accept someone else’s ideas. 2. Students share ideas. Words – Please, thank you, excuse me... Actions – Smile, nice tone of voice, appropriate body language. 3. Students will review the steps of compromise. 4. In small groups, students will role-play the following scenarios.

<p>5. Give each team a scenario on a slip of paper to work out and role-play for the class. Give them about seven minutes to practice. Allow each group to present the scenario to the class and discuss how respect and compromise were displayed.</p> <p>6. At the lesson conclusion, have students discuss what they learned about using respect and compromise in their relationships.</p>	<p>5. Teams work out and role-play the scenarios.</p> <p>A. John is accused by Jeff of stealing a set of “collector cards” that were left in the lost and found for several weeks.</p> <p>B. Carol tells Sallie that she won’t be her friend anymore if Sallie continues to play with Ashley.</p> <p>C. Andrea is really upset because Jill and Linda are talking about her hair behind her back.</p> <p>D. During recess, David and Charles picked teams. Everybody was on a team except Karl, who never gets picked.</p> <p>6. Students discuss what they learned.</p>
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Teacher Follow-Up Activities

Set up a “peace table” or desk in the room. Allow students to use respect and compromise to resolve relationship problems.

Counselor reflection notes (completed after the lesson)

Role Play Scenario:

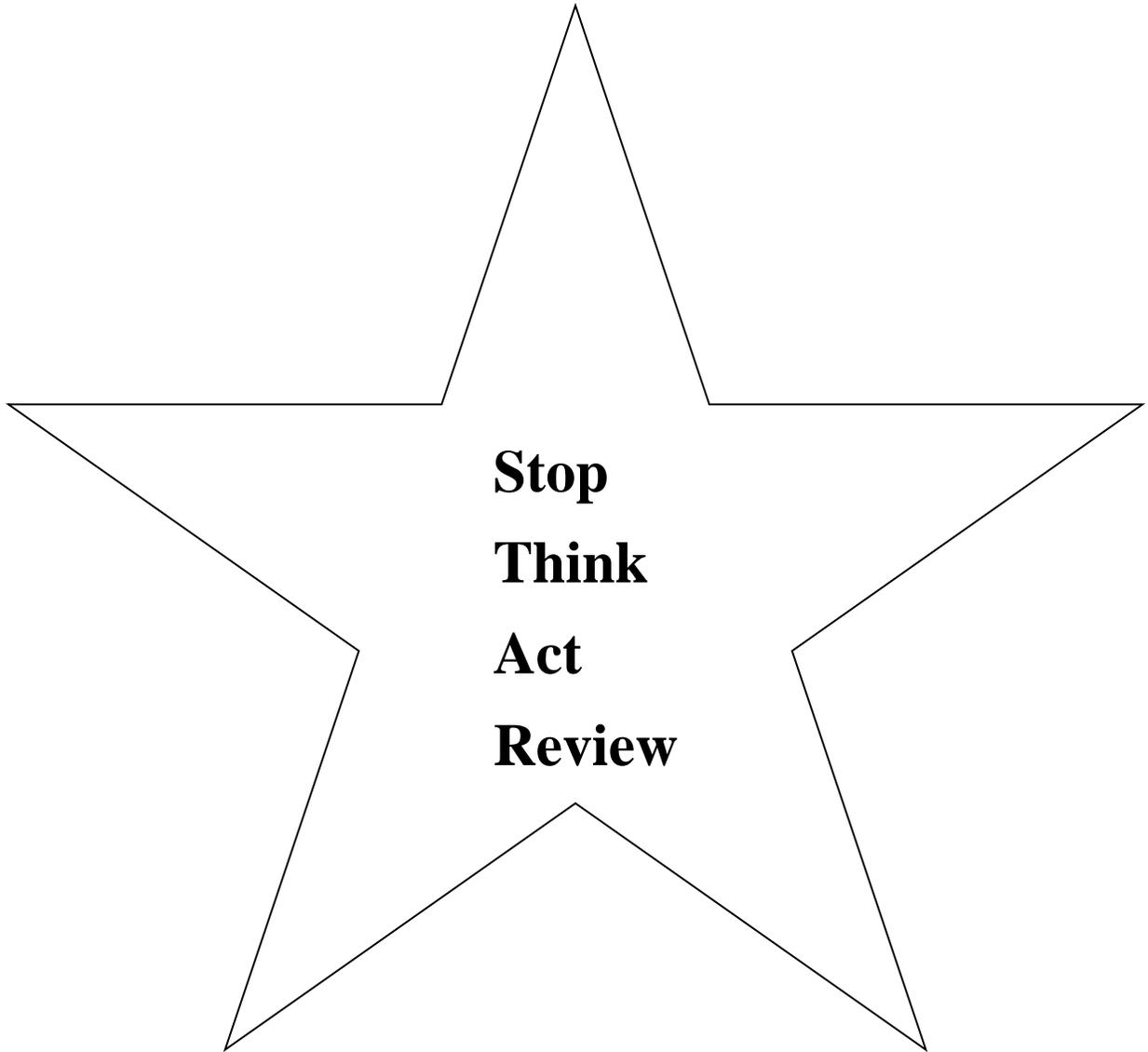
A. John is accused by Jeff of stealing a set of “collector cards” that were left in the lost and found for several weeks.

B. Carol tells Sallie that she won’t be her friend anymore if Sallie continues to play with Ashley.

C. Andrea is really upset because Jill and Linda are talking about her hair behind her back.

D. During recess, David and Charles picked teams. Everybody was on a team except Karl, who never gets picked.

Be a Problem Solving STAR



Unit 1 Title: Respecting Differences in Others	
Lesson Title: Respecting Differences	Lesson 2 of 3
Grade Level: 5	
Length of Lesson: 30- 45 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: PS.2: Interacting With Others in Ways That Respect Individual and Group Differences	
Grade Level Expectation (GLE): PS.2.B.05: Demonstrate respect for individuals in diverse groups.	
American School Counselor Association (ASCA) National Standard: Personal and Social Development A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.	

Materials (include activity sheets and/ or supporting resources)

Copies of the <i>Respect Mixer</i> worksheet for each student.
Writing utensils
Candy for the first five to turn in the worksheet complete with 12 different signatures (optional).

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.
	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	X	Integrity		Problem Solving
Courage	X	Compassion	X	Tolerance

X	Respect		Goal Setting		
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Lesson Measurable Learning Objectives:

The student will discover at least four ways he/she similar or different from their classmates.

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 similarities and differences they have with their classmates from the Respect Mixer worksheet.

Lesson Preparation

Essential Questions: What does a quality relationship look like when individuals respect each other? What does a person need to do to maintain a quality relationship?

Engagement (Hook): The instructor asks two students to stand up in the room. How are the two students alike and different? After comparing the instructor asks the class: How much do you really know about your classmates? Today we are going to find out about our likenesses and differences.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Copy the attached <i>Respect Mixer</i> worksheets for each student. Make sure students have a writing utensil.	1. Ask classmates to sign the appropriate box that applies to them.
2. Go over the directions to make sure students understand what they are expected to do. Direct students to complete the worksheets in an allotted time.	2. Students complete and keep their Respect Mixer worksheet.
3. Instruct students to review their individual respect mixer sheets. Ask them to identify boxes that have information that is like theirs by placing an L in the box. Instruct them to identify information that is different from theirs and place a D in the box.	3. Students identify information that is like theirs and different from theirs.
4. Give student the opportunity to share items that are like and different than their information.	4. Students share information.
5. Lead a discussion regarding respecting	5. Students discuss.

differences in others.	
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Teacher Follow-Up Activities

Discuss differences in others when it applies to content areas.

Counselor reflection notes (completed after the lesson)

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Respect Mixer

Directions: Students will sign the box that applies. Students may only sign once and may not sign their own sheet.

Was born out of state? _____	Has the same birthday month? _____	Has a different length of hair? _____
Has different colored eyes? _____	Plays a musical instrument? _____	Likes the same subject? _____
Is the same height? _____	Has a different shoe size? _____	Likes the same kind of pizza? _____
Has been at the same school since kindergarten? _____	Has pets at home? _____	Likes the same color? _____

<p>Unit 1 Title: Respecting Differences in Others</p> <p>Lesson Title: The Problem Solving Game Lesson 3 of 3</p> <p>Grade Level: 5</p> <p>Length of Lesson: 30- 45 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.2: Interacting With Others in Ways That Respect Individual and Group Differences</p> <p>Grade Level Expectation (GLE): PS.2.C.05: Review and implement strategies to resolve problems and conflicts successfully.</p> <p>American School Counselor Association (ASCA) National Standard: Personal and Social Development A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.</p>

Materials (include activity sheets and/ or supporting resources)

<p>Pencils, pens, markers, and 12” x 18” construction paper. Pre-cut copies of the game cards for each group in an envelope. STAR Problem Solving Poster</p>
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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 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences.
	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	X	Integrity		Problem Solving
	Courage	X	Compassion	X	Tolerance

X	Respect		Goal Setting		
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Lesson Measurable Learning Objectives:

The student will apply the STAR problem solving model to at least three scenarios.

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.
 In a discussion, students will identify the steps to problem solving: STAR (Stop, Think, Act, and Review) and how the steps relate to resolving problems and conflicts.

Lesson Preparation

Essential Questions: What could happen if a person did not have the skills to solve a problem?

Engagement (Hook): Tell students “Today you are an employee at a game factory. You are going to develop and make a game.” What skills will you need to work together in making the game (creativity, writing skills, communication skills, cooperation skills and listening skills)?”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Review the STAR steps of problem solving used in previous lessons. <ol style="list-style-type: none"> a. Stop – Stop and identify the problem solving situation. b. Think – Think about the choices or options to solve the situation or problem. c. Act – Decide how you are going to compromise. d. Review – Review the final compromise to the situation. 2. Divide the class into groups of four. 3. Give each group a 12” x 18” construction paper. Tell them each group must make a game board with a start, finish, thirty spaces, and a problem box. 4. The group must use the problem cards that are provided to play the game. 5. When the game board is complete, the group plays the game. When a problem is 	<ol style="list-style-type: none"> 1. Students will review the steps with the counselor and discuss the strategies to resolve problems and conflicts. 2. Students will get into groups. 3. Students will create the game board per instructor procedures. 4. Students will prepare to play the game. Students may make extra problem cards. 5. Students play the game.

<p>appropriately resolved, the player moves forward 2 spaces. If answered inappropriately, the player must move 3 spaces backward. The winner is the first player to the finish line, but really everyone wins.</p> <p>6. The counselor asks the students to share ideas about how they worked together in developing and playing the game.</p>	<p>6. Each group will complete the game and share ideas about how they worked together.</p>
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Teacher Follow-Up Activities

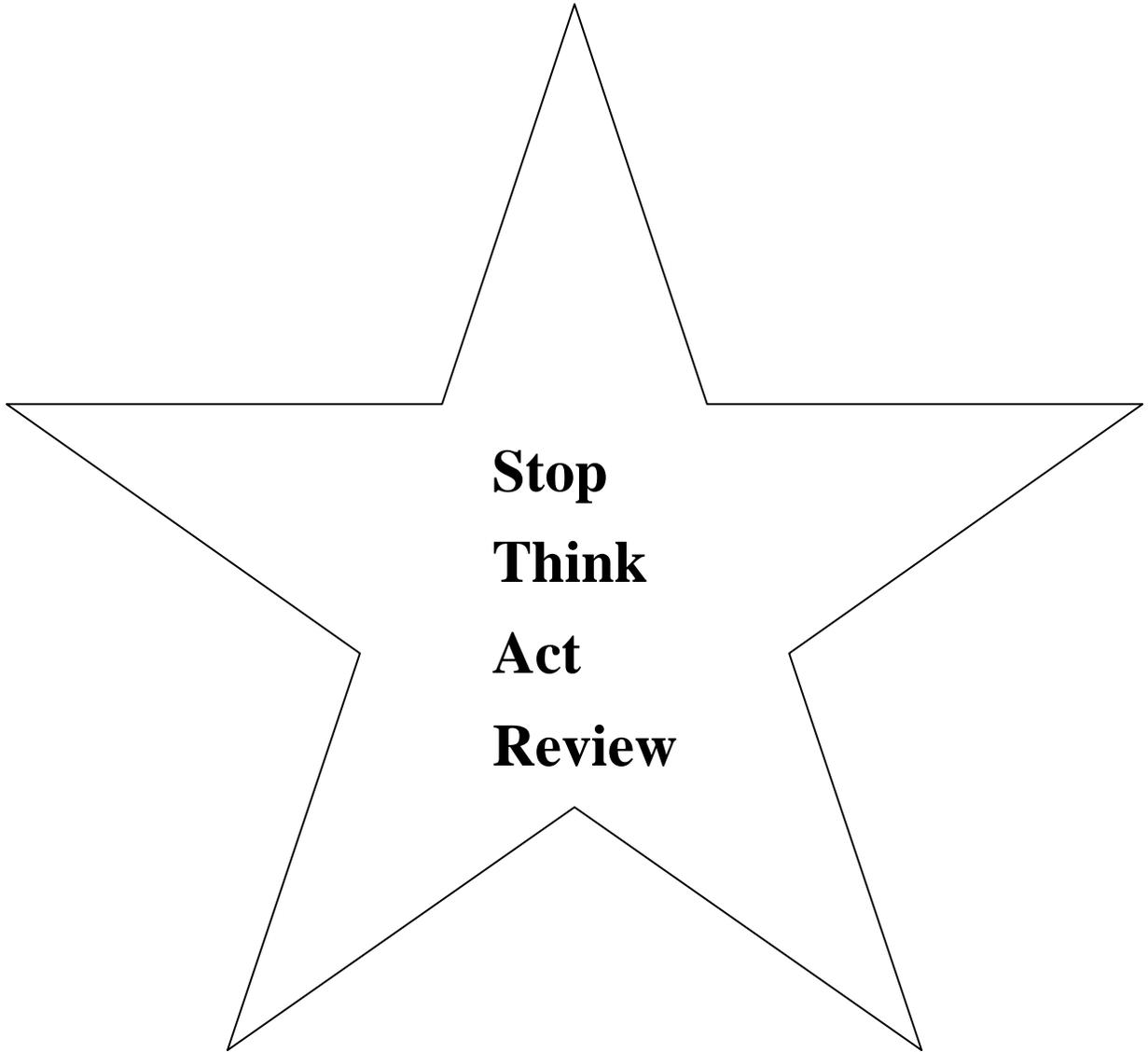
Use the STAR Problem Solving Strategy in the content areas and at the Peace Table. Allow group times for the students to play the game.

Counselor reflection notes (completed after the lesson)

Game Cards

You are caught talking in class by the teacher.	Your dog ate your homework.
You are late to school.	You left your homework at home again.
You lost your lunch money.	You forgot the Science Project is due today.
The teacher always calls on you when you don't know the answers.	Your friends are always first to take a turn at recess.
Someone stepped on your new shoes.	The field trip is today and you forgot your permission slip.
You are pushed in line and the person in front of you is very angry, because you pushed them.	Someone says that you started a rumor about several classmates.

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 Differences in Others Fifth grade students will practice interacting in appropriate ways that display respect for individual and group differences. Role-playing will help students act out proactive behaviors, understand the importance of respecting others, and identify skills necessary to maintain relationships. Students enjoy mingling and learning about other people. In the second lesson, students will sign a worksheet for each characteristic that pertains to them. This activity emphasizes similarities and differences.</p> <p>The Problem Solving Game activity gives students an opportunity to have fun while practicing appropriate problem solving skills. Students make the game board and use the problem cards that are with the lesson. Students can brainstorm additional problem cards. Every relationship has problems but with effective problem solving skills, compromise, and mutual respect, we can work and learn together successfully.</p>		<p>SUGGESTED UNIT TIMELINE: 3 Lessons CLASS PERIOD (min.): 30 - 45minutes each</p>				
<p>ESSENTIAL QUESTIONS: 1. Why is it important to respect differences in others?</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 contribute at least one idea to his/her small group related to compromise using the STAR problem solving model.		PS.2.A.05: Exhibit mutual respect and compromise in relationships.		SL.5.1 L.5.1 L.5.3	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 4
		PS.2.B.05: Demonstrate respect for individuals within diverse groups.		Level 3		
		PS.2.C.05: Review and implement		Level 4		

		strategies to resolve problems and conflicts successfully.				
2. The student will discover at least four ways he/she is similar or different from their classmates.		PS.2.A.05 PS.2.B.05 PS.2.C.05		SL.5.1 L.5.1 L.5.3	P/SD A	Level 4 Level 3 Level 4
3. The student will apply the STAR problem solving model to at least three scenarios.		PS.2.A.05 PS.2.B.05 PS.2.C.05		SL.5.1 L.5.1 L.5.3	P/SD A	Level 4 Level 3 Level 4
ASSESSMENT DESCRIPTIONS: Students will work in small groups to apply relationship and problem solving strategies.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3	See Lessons: Lesson 1 Acting Out Respect Lesson 2 Respecting Differences Lesson 3 The Problem Solving Game					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2 3	See Lessons: Lesson 1 Acting Out Respect Lesson 2 Respecting Differences Lesson 3 The Problem Solving Game					
	Direct: <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice	Indirect: <input checked="" type="checkbox"/> Problem Solving Ls. 3 <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry	Experiential: <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations	Independent Study <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals	Interactive Instruction <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing Ls. 1 <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming Ls. 3	

	<input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<input checked="" type="checkbox"/> 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	<input checked="" type="checkbox"/> Games Ls. 2, 3 <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing Ls 1 <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<input type="checkbox"/> Peer Partner Learning <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, 3 <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving Ls. 3 <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input checked="" type="checkbox"/> Interviewing Ls 2 <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: Keeping Myself Safe By Making Safe and Healthy Choices **Grade Level:** 5

Number of Lessons in Unit: 2

Time Required for each lesson: 45 minutes each

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: Dealing with Peer Influence: What Are Bullying and Harassment?

Materials/special preparations Required:

Definitions handout

STAR poster

Student Safety Rules poster

SMART board, white board, or other electronic media

Markers

Paper and pencil for each student

Lesson 2: How Much Does Smoking Really Cost?

Materials/special preparations Required:

Tobacco Survey activity sheet for each student

The Cost of Habits activity sheet for each student

A completed *The Cost of Habits* sheet using information the counselor looked up in advance

Tobacco fact sheets from National Institute of Drugs and Alcohol (NIDA) or similar website

SMART board, white board, or other electronic device

Markers and writing materials

Tobacco Survey Answer Key

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):

PS.3.A.05: Evaluate peer influence on problem-solving and decision-making skills. (DOK Level - 4)

PS.3.B.05: Apply personal safety strategies as they relate to different situations. (DOK Level - 4)

American School Counselor Association (ASCA) National Standard:

Personal/Social

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

C: Personal/Social Development: Students will understand safety and survival skills.

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate 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 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 other
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
X	Goal 4: Make decisions and act as responsible members of society and others 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	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	1. Addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application if these operations and concepts in the workplace and other situations
X	Social Studies	4. Economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
	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) 6. Consumer health issues (such as the effects of mass media and technologies on safety and health)
	Fine Arts	

Unit Essential Questions:

Why should I show self-respect?

Unit Measurable Learning Objectives:

The student will work cooperatively in small groups to write and present a scenario demonstrating one problem solving skill.
The student will calculate the cost of smoking cigarettes compared to two healthy habits.

Unit Instructional Strategies/Instructional Activities:

- Direct
- Indirect
- Experiential
- Independent Study
- Interactive Instruction

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 present their findings to the whole group through a group reporting method.

Brief Summary of Unit:

Lesson 1: Students will look at peer influences in various situations and use problem-solving strategies to avoid violent situations.

Lesson 2: Students will look at the cost of using cigarettes both on their bank account and their health and then look at what they would rather spend that money on that would be healthy and make them happy.

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

Students will review the *STAR* method to solving problems and the “Say No” method of dealing with dangers. Students will need basic knowledge of how to work together in groups. Students need knowledge of the use and abuse of legal/illegal drugs.

Unit 1 Title: Keeping Myself Safe By Making Safe and Healthy Choices.

Lesson Title: Dealing with Peer Influence: What Are Bullying and Harassment? **Lesson** 1 of 2

Grade Level: 5

Length of Lesson: One 45 minute session

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):

PS.3.A.05: Evaluate peer influence on problem-solving and decision-making skills.

PS.3.B.05: Apply personal safety strategies as they relate to violence and harassment.

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

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

C. Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

Definitions handout

STAR poster

Student Safety Rules poster

SMART board, white board, or other electronic media

Markers

Paper and pencil for each student

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, or 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
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
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	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	5. Methods used to assess health, risk factors, and avoid high risk behaviors
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will work cooperatively in small groups to write and present a scenario demonstrating one problem solving skill.

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 take brainstormed ideas and put them into real life scenarios. They will then come up with solutions to the problems stated.

Lesson Preparation

Essential Questions: Why is it important to think for myself?

Engagement (Hook): Counselor will open with a scenario from the news or a TV show or movie that deals with negative peer influence. Then the counselor will have the students brainstorm suggestions on what could have been done and then he/she will tell the students what actually happened.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Counselor will present a real life scenario from the news, a movie or a TV show as an opening. He/she will have students brainstorm possible solutions and consequences for the negative behavior. 2. Counselor will review the definitions of bullying and harassment with students. Counselor will have students discuss how peers influence them both positively and negatively. 3. Counselor will have students brain storm scenarios where peers influence them both currently and looking at possible influences in middle school. Counselor will list these on the SMART board, white paper, or other electronic device. 4. Counselor will divide students into group of three to five students. Each group will pick at least two scenarios to discuss and present solutions to. Counselor will provide <i>Student Safety Rules</i> poster and <i>STAR</i> poster for students to use. 5. Counselor will give each group a piece of chart paper to write their scenario on and to write out their solutions for presentation. 	<ol style="list-style-type: none"> 1. Students will listen and discuss what the consequences are for the negative behavior described. 2. Students will review the definitions of bullying and harassment and discuss how peers influence them. 3. Students will brainstorm scenarios where peers influence them now and what they see as possible problems in middle school. These ideas will be listed on a visual display or chart. 4. Students move into groups and each group will pick at least two scenarios to discuss and prepare an oral presentation of their solutions. Students will use <i>Student Safety Rules</i> poster and <i>STAR</i> poster. 5. Each group will write their scenario on a piece of chart paper, list their solutions, and report to the whole group.

Teacher Follow-Up Activities

The teacher will review the student-generated solutions to the scenarios students.

Counselor reflection notes (completed after the lesson)



Student Safety Rules
Words to Remember

Say NO!

Get Away!

Tell!

Definitions:

Bully: people who pick on other people for a variety of reasons. Usually the need for power is behind the bullying action.

Target: person a bully picks on. Bullies choose targets for many different reasons. They may see them as weak or just different.

Witness/Reporter: a person who witnesses a person being bullied. A reporter tries to get someone OUT of trouble while a tattletale tries to get someone IN trouble. A witness who does not report the act of bullying aligns themselves with the bully by their inaction.

Harassment: To wear out; exhaust or to impede and exhaust (an enemy) by repeated attacks. Sexual harassment is using sexual touch or words to continually bother someone one. According to the law it is the *perception* of the person being harassed not the harasser that matters.

Physical Bullying: when the bully physically hits, punches, or hurts someone physically. Many times this leaves marks.

Verbal Bullying: name-calling, put-downs, using your words to hurt someone else. A good phrase to remember is “*Sticks and stones can break your bones, but words can break your heart.*”

Emotional Bullying: this is non-verbal bullying such as laughing, pointing, writing notes, shunning, mocking, and using various kinds of body language to put someone down.

Sexual Bullying: this can be verbal or physical. Using sexual words as put downs (fag, gay, dyke, slut, etc.) or touching others in a sexual way: hitting their butt, touching their chest, etc.

<p>Unit 1 Title: Keeping Myself Safe By Making Safe and Healthy Choices.</p> <p>Lesson Title: How Much Does Smoking Really Cost? Lesson 2 of 2</p> <p>Grade Level: 5</p> <p>Length of Lesson: One 45 minute session</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.3: Applying personal safety skills and coping strategies.</p> <p>Grade Level Expectations (GLEs): PS.3.A.05: Evaluate peer influence on problem-solving and decision-making skills. PS.3.B.05: Apply personal safety strategies as they relate to violence and harassment.</p> <p>American School Counselor Association National Standard (ASCA): Personal/Social Development B. Students will make decisions, set goals, and take necessary action to achieve goals. C. Students will understand safety and survival skills.</p>

Materials (include activity sheets and/ or supporting resources)

<p><i>Tobacco Survey</i> activity sheet for each student <i>The Cost of Habits</i> activity sheet for each student A completed <i>The Cost of Habits</i> sheet using information the counselor looked up in advance Tobacco fact sheets from National Institute of Drugs and Alcohol (NIDA) or similar website SMART board, white board, or other electronic device Markers and writing materials <i>Tobacco Survey Answer Key</i></p>
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Show Me Standards: Performance Goals (check one or more that apply)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas
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. Exchange information, questions and ideas while recognizing the perspectives of others
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 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

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

Academic Content Area(s)	Specific Skill(s)
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X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	1. Addition, subtraction, multiplication, and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
X	Social Studies	4. Economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
	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) 6. Consumer health issues (such as the effects of mass media and technologies on safety and health)
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will calculate the cost of smoking cigarettes compared to two healthy habits.

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 present their findings and share what they would do with the money they save by not smoking. They will also share ways to “Say No” to tobacco use.

Lesson Preparation

Essential Questions: How do unhealthy habits affect your future?
Engagement (Hook): Counselor will open class by asking kids what their future plans are. Who is interested in sports? Who is interested in dance? How many plan to eat wisely and exercise? Then he/she will hand out a True/False survey on smoking/tobacco facts.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor will hand out <i>Tobacco Survey</i> . Students get 5 minutes to take the survey	1. Students will discuss their future plans with the counselor and then fill out the <i>Tobacco</i>

<p>and then the information will be discussed.</p> <p>2. Counselor will hand out a tobacco fact sheet (or set of sheets) and have students read and discuss the facts. Counselor will touch on:</p> <ul style="list-style-type: none"> • Forms of tobacco • Body systems effected • Addictiveness • Cost <p>3. Counselor will show or project a completed <i>The Cost of Habits</i> worksheet. The counselor will have previously gathered current information from the National Institute of Drugs and Alcohol (NIDA) or a similar website.</p> <p>4. Counselor will then have students team up with a partner and discuss what they can do with the money they can save annually by not smoking.</p> <p>5. Counselor will have students share their ideas of how to spend their money. They will also share ways to resist peer influence and commercials.</p>	<p><i>Survey.</i></p> <p>2. Students will read through the fact sheet and answer questions asked by the counselor.</p> <p>3. As a group, students will complete their <i>The Cost of Habits</i> activity sheet with information on the cost per cigarette and per carton. They will then look at cost per day, week, and year.</p> <p>4. Students will discuss their ideas with partners.</p> <p>5. Students will share their ideas and share ways to say no to peers and no to commercials and advertisement.</p>
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Teacher Follow-Up Activities

The teacher will review tobacco survey and student ideas.

Counselor reflection notes (completed after the lesson)

Tobacco Survey

- | | | |
|---|-------------|--------------|
| 1. The drug in tobacco is called nicotine. | True | False |
| 2. Nicotine is as addictive as heroin. | True | False |
| 3. Over 400,000 people die annually from smoking cigarettes. | True | False |
| 4. Cigarettes contain over 4,000 chemicals. | True | False |
| 5. Over 40% of all children in the US live in a household where at least one person smokes. | True | False |
| 6. Smokeless tobacco is more addictive than cigarettes. | True | False |
| 7. Addiction to cigarettes often leads to other forms of drug addiction. | True | False |
| 8. Smoking is especially dangerous for teens. | True | False |
| 9. People who smoke make great athletes and dancers. | True | False |
| 10. Smoking makes you look more grown up. | True | False |

Tobacco Survey Answer Key

Numbers 1-8 are all true. The fact sheets all agree on these findings. Many statistics are even larger than stated on the survey.

Numbers 9 and 10 are both false. Have the students discuss why they are false. Answers can include something about limited lung capacity needed by dancers and athletes and what characteristics grown-ups have. Is holding a cigarette something that makes you look grown up?

Name: _____ Date: _____

The Cost of Habits

Directions: The counselor will provide information on the cost for each habit per day, week, month, and year. Students will compare health costs and the monetary costs during each of the time periods.

Tobacco Costs	Per Day	Per Week	Per month	Per Year
Cost Per Cigarette				
Health Costs				
Monetary Costs				
Cost Per Pack				
Health Costs				
Monetary Costs				
Cost Per Carton				
Health Costs				
Monetary Costs				
Healthy Habit Costs #1 _____				
Health Costs				
Monetary Costs				
Cost Healthy Habit #2 _____				
Health Costs				
Monetary Costs				

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: Keeping Myself Safe by Making Safe and Healthy Choices Students will look at peer influences in various situations, and use problem-solving strategies to avoid violent situations. Students will look at the cost of using cigarettes, both on their bank account and their health, and then look at what they would rather spend that money on that would be healthy and make them happy.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 45 minutes each</p>				
<p>ESSENTIAL QUESTIONS: 1. Why should I show self-respect?</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 work cooperatively in small groups to write and present a scenario demonstrating one problem solving skill.		PS.3.A.05: Evaluate peer influence on problem-solving and decision-making skills.			P/S B: Students will make decisions, set goals and take necessary action to achieve goals.	Level 4
		PS.3.B.05: Apply personal safety strategies as they relate to different situations.			P/S C: Development: Students will understand safety and survival skills.	Level 4
2. The student will calculate the cost of smoking cigarettes compared to two healthy habits.		PS.3.A.05 PS.3.B.05			P/S B P/S C	Level 4 Level 4
<p>ASSESSMENT DESCRIPTIONS*: Students will present their findings to the whole group through a group reporting method.</p>						
Obj. #	<p>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</p>					

	<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	See Lessons:				
2	Lesson #1: Dealing With Peer Influence: What Are Bullying and Harassment?				
	Lesson #2: How Much Does Smoking Really Cost?				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
	See Lessons:				
1	Lesson #1: Dealing With Peer Influence: What Are Bullying and Harassment?				
2	Lesson #2: How Much Does Smoking Really Cost?				
	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 type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1)	Indirect: <input checked="" type="checkbox"/> Problem Solving s. 2) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	Experiential: <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations (Ls. 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. 1) <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 checked="" type="checkbox"/> Research Projects (Ls. 2) <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	Interactive Instruction <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing (Ls. 1) <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 2) <input type="checkbox"/> Peer Partner Learning <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 <input type="checkbox"/> Structured Controversy (Ls. 2) <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: Keeping Myself Safe By Making Safe and Healthy Choices Grade Level: 5</p> <p>Number of Lessons in Unit: 2</p> <p>Time Required for each lesson: 45 minutes each</p> <p>Best time of year to implement this Unit: Anytime</p> <p>Lesson Titles: Lesson 1: Using I-Messages Materials/special preparations Required: <i>I-Message</i> worksheet handout Scenarios cards <i>I-Message</i> sheet displayed on SMART board, white board, or other electronic media</p> <p>Lesson 2: Coping or Copping Out? Materials/special preparations Required: SMART board, white board, or other electronic media <i>Coping vs. Copping Out?</i> Worksheet Writing utensils</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.05: Evaluate various coping skills for managing life changes or events. (DOK Level - 4)</p> <p>American School Counselor Association (ASCA) National Standard: Personal/Social Development C: Students will understand safety and survival skills.</p>
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Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, 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 experiences in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society

	1. Explain reasoning and identify information used to support decisions
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This lesson supports the development of skills in the following academic content areas.

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

Unit Essential Questions:

What are safe and healthy choices?

Unit Measurable Learning Objectives:

The student will write at least one I-statement. The student will respond to three scenarios with appropriate coping strategies and solutions.

Unit Instructional Strategies/Instructional Activities:

<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

Unit Summative Assessment (acceptable evidence):

<p>Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.</p> <p>Students will present possible I-Messages for various scenarios. Students will participate in groups to identify ways to cope with life changing events and present the results to their peers.</p>
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Brief Summary of Unit:

<p>Lesson 1: Students will discuss what makes up an <i>I-Message</i> and then will be presented with scenarios and discuss one or more ways to answer the situation using <i>I-Message</i>. They will also look at passive, aggressive, and assertive behaviors and present <i>I-Message</i> for each situation. Lesson 2: Students will discuss life-changing events and provide coping and coping out choices and consequences. They will discuss the situations, look at alternative strategies to deal with</p>

them and present the results to class.

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

Students will have a basic understanding of anatomy and body systems.

Students will need basic knowledge of how to work together in groups.

Unit 2 Title: How Does A Person Cope With Life Changing Events?	
Lesson Title: Using I-Messages	Lesson 1 of 2
Grade Level: 5	
Length of Lesson: 45 minute session	
Missouri Comprehensive Guidance and Counseling Big Idea: PS.3: Applying personal safety skills and coping strategies.	
Grade Level Expectation (GLE): PS.3.C.05: Evaluate various coping skills for managing life changes or events.	
American School Counselor Association (ASCA) National Standard: Personal/Social Development C: Students will understand safety and survival skills.	

Materials (include activity sheets and/ or supporting resources)

<i>I-Message</i> worksheet Scenario cards <i>I-Message</i> displayed on SMART board, white board, or other electronic media

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 one’s own experiences 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)

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

Lesson Measurable Learning Objectives:

The student will complete the *I-Message* worksheet to each student, discussing each part.

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 fill in the *I-Message* worksheet.

Lesson Preparation

Essential Questions: How do I show respect for myself and others?

Engagement (Hook): Counselor opens by asking students “Why is it important to feel good?” and then discusses with students how we can let others know when we don’t feel good.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor hands out the <i>I-Message</i> worksheet to each student, discussing each part.	1. Students participate in the discussion.
2. Counselor discusses things to avoid when making <i>I-Messages</i> .	2. Students discuss what I-statements look like and how they are used.
3. Counselor gives students time to fill in the <i>I-Message</i> worksheet.	3. Students practice writing sample I-statements.
4. Counselor has students share their I-statements.	4. Students share their examples.
5. Counselor has students brainstorm scenarios and then come up with I-Messages that can be used in those situations.	5. Students brainstorm scenarios and then share I-Messages that can be used in each situation.

Teacher Follow-Up Activities

The teacher posts the *I-Messages* sheets in the classroom and reminds students to use the I Statements when interacting with others.

Counselor reflection notes (completed after the lesson)



I-Messages

_____, **I feel**
Name

Feeling word

When _____
Situation

because _____
Reasons Why

Examples:

+ “Samantha, I feel **happy** when you **listen to me** because **you are important to me.**”

- “ Thomas, I feel **hurt** and **frustrated** when you **hit me** because **I’m not allowed to hit you back.**”

List of feelings words: sad, mad, scared, angry, frustrated, happy, stressed, glad, frightened, etc.

Unit 2 Title: How Does A Person Cope With Life Changing Events?	
Lesson Title: Coping or Copping Out?	Lesson 2 of 2
Grade Level: 5	
Length of Lesson: 45 minute session	
Missouri Comprehensive Guidance and Counseling Big Idea: PS.3: Applying personal safety skills and coping strategies.	
Grade Level Expectation (GLE): PS.3.C.05: Evaluate various coping skills for managing life changes or events.	
American School Counselor Association (ASCA) National Standard: Personal/Social Development C: Students will understand safety and survival skills	

Materials (include activity sheets and/ or supporting resources)

SMART board, white board, or other electronic media <i>Coping vs. Copping Out?</i> Worksheet Writing utensils

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, 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 experiences in preventing or solving 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	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	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will respond to three scenarios with appropriate coping strategies and solutions.

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 and present coping skills for various life changing events in a small group situation.

Lesson Preparation

Essential Questions: What are life-changing events? How does a person cope with life-changing events?

Engagement (Hook): Direct the class to follow directions without speaking. Ask the class to *Stand Up If:* You have lost a pet. You have lost a relative. You have moved to a new house. Tell the class that today we are going to talk about coping with these events.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Counselor opens session with <i>Stand Up If</i> activity above. 2. Counselor gives the definition of coping as working through difficulty in positive ways. Coping out can be defined as giving up without really trying. An example of coping might be when the teacher is absent and the class has a substitute. The substitute may do or say things differently from the teacher, but the class deals with it to make it through the 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students respond. 2. Students listen.
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<p>day in a positive way.</p> <p>3. Counselor divides the class into groups of four or five and passes on the <i>Coping vs. Coping Out</i> worksheet. As a group, students will give alternatives and consequences for each decision and present their results to the class.</p> <p>4. Counselor lists suggestions on the chart paper.</p> <p>5. Counselor concludes with a discussion reviewing the various ways to respond to life changing events.</p>	<p>3. Students move to groups. Students review, discuss, and develop possible alternatives and consequences on their problem (<i>Coping vs. Coping Out</i> worksheet) and present to the class.</p> <p>4. Students meet and present.</p> <p>5. Students participate in the review.</p>
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Teacher Follow-Up Activities

Teacher will review some of the coping strategies suggested on the chart paper. The chart will be posted in the classroom to review during stressful situations in the future.

Counselor reflection notes (completed after the lesson)

Coping vs. Copping Out?

If you were facing the following situations, how would you cope?

1. A rumor was spread at your school that was not true and the people that you thought were your friends stopped talking and playing with you.

Coping vs. Copping out solution:

2. In the middle of the year, your parents move to another house and you have to transfer to another school.

Coping vs. Copping out solution:

3. A close relative is ill and dies.

Coping vs. Copping out solution:

4. Your parent's work hours change. Since they work afternoons, you can no longer participate in the activities with your peers.

Coping vs. Copping out solution:

5. Your teacher has a long-term illness. The class is in chaos.

Coping vs. Copping out solution:

6. Your parents announce that you will have a new or adopted sister or brother soon.

Coping vs. Copping out solution:

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: Keeping Myself Safe by Making Safe and Healthy Choices Students will discuss what makes up an <i>I-Message</i> and then will be presented with scenarios and discuss one or more ways to answer the situation using <i>I-Messages</i>. They will also look at passive, aggressive, and assertive behaviors and present <i>I-Messages</i> for each situation. Students will discuss life-changing events and provide coping and coping out choices and consequences. They will discuss the situations, look at alternative strategies to deal with them and present the results to class.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 45 minutes each</p>				
<p>ESSENTIAL QUESTIONS: What are safe and healthy choices?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will write at least one <i>I-Message</i> .		PS.3.C.05: Evaluate various coping skills for managing life changes or events.			P/S C: Development: Students will understand safety and survival skills.	Level 4
2. The student will respond to three scenarios with appropriate coping strategies and solutions.		PS.3.C.05			P/S C	Level 4
<p>ASSESSMENT DESCRIPTIONS*: Students will present possible I-Messages for various scenarios. Students will participate in groups to identify ways to cope with life changing events and present the results to their peers.</p>						

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: Using <i>I-Messages</i>				
2	Lesson #2: Coping vs. Coping Out?				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1	See Lessons: Lesson #1: Using <i>I-Messages</i>				
2	Lesson #2: Coping vs. Coping Out?				
	<u>Direct:</u> <input checked="" type="checkbox"/> Structured Overview (Ls. 1) <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Explicit Teaching (Ls. 1) <input checked="" type="checkbox"/> Drill & Practice (Ls. 1) <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)	<u>Indirect:</u> <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) <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input checked="" type="checkbox"/> Concept Mapping (Ls. 1) <input checked="" type="checkbox"/> Concept Attainment (Ls. 1) <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 checked="" type="checkbox"/> Role-playing (Ls. 1) <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 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. 2) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 1, 2) <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: Successful Students!	Grade Level: 5
Number of Lessons in Unit: 2	
Time Required for each lesson: 30-40 minutes each	
Lesson Titles:	
Lesson # 1: Dear Sassy Successful Student	
Materials and Preparation Suggestions:	
Dear Sassy Letters (provided)	
Self-assessment (provided)	
Lesson # 2: My Time to Shine!	
Materials and Preparation Suggestions:	
<i>Time Management Template</i> (provided)	
<i>My Busy Week Sheet</i> (provided)	
Glass Cup (approximately 2 cup clear measuring glass)	
Enough garden rocks to fill up the measuring glass	
Dry corn or beans (1 cup)	
Sand (1 cup)	
Bottled water	
Missouri Comprehensive Guidance and Counseling Big Idea:	
AD.4: Applying Skills Needed for Educational Achievement	
Grade Level Expectations (GLEs):	
AD.4.A.05: Demonstrate study skills and test taking strategies to enhance academic achievement. (DOK Level - 3)	
AD.4.B.05: Demonstrate ability to complete assignments and/or tasks accurately within a specified time frame. (DOK Level - 3)	
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. 6. Discover and evaluate patterns and relationships in information, ideas and structure. 8. Organize data, information and ideas into useful forms.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems

	3. Develop and apply strategies based on ways others have prevented or solved problems. 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. 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	7. The use of tools of social science inquiry.
Science	
X Health/Physical Education	2. Principles and practices of physical and mental health.
Fine Arts	

Unit Essential Questions:

What does it mean to be a successful student? What qualities does a successful student possess?
--

Unit Measurable Learning Objectives:

The student will name three study skills strategies and three test taking strategies to enhance academic achievement. The student will name three methods/strategies for completing assignments on time.

Unit Instructional Strategies/Instructional Activities:

<input checked="" type="checkbox"/> Direct (Demonstrations, Guided & Shared) <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential (Simulations, Role-playing, Surveys) <input type="checkbox"/> Independent Study <input checked="" type="checkbox"/> Interactive Instruction (Brainstorming, Peer Partner Learning, Discussion, Problem Solving)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. The student will self-assess his/her current abilities in study and test taking strategies via a written self-assessment. The student will create a personal weekly time management schedule.
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Brief Summary of Unit:

Students will create a personal weekly time management schedule. Students will self-assess their current abilities in study and test taking strategies and compare current year with previous

year's assessment.

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

Study skills and test taking strategies, time management and organizational techniques

Unit 1 Title: Successful Students!
Lesson Title: Dear Sassy Successful Student Lesson: 1 of 2
Grade Level: 5
Length of Lesson: 30-40 min.
Missouri Comprehensive Guidance and Counseling Big Idea: AD.4: Applying Skills Needed for Educational Achievement
Grade Level Expectation (GLE): AD.4.A.05: Demonstrate study skills and test taking strategies to enhance academic achievement.
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.

Materials (include activity sheets and/ or supporting resources)

<i>Dear Sassy Successful Student letters</i> —attached <i>Self-Assessment</i> --attached

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 structure. 8. Organize data, information and ideas into useful forms.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on ways others have prevented or solved problems. 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. 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	7. The use of tools of social science inquiry.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health.
	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 name three study skill strategies and three test taking strategies to enhance academic achievement.

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 self-assess his/her ability to utilize study and test taking skills via a written inventory.

Lesson Preparation

Essential Questions:
What study and test taking skills do students utilize to be successful?

Engagement (Hook):
How many of you have heard of an advice column in a magazine or newspaper? What do all of these columnists have in common?

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Counselor lists responses to engagement question from students, leading to the fact that these people all give advice. 2. Counselor divides class into groups of 3 or 4. Each group is given a request for advice letter. 3. Counselor tells the class that each group has two tasks: 1) to come up with helpful study strategies for the letter writer; 2) to come up with a creative way for their group to present 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students participate by suggesting answers to questions. 2. Students listen/participate. 3. Students work in small groups on assigned tasks. Student groups make presentations.
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their advice.	
4. Counselor asks for volunteer students to tell one important thing that they learned about study skills during the lesson.	4. Students share their thoughts.
5. Counselor hands out the study skills self-assessment to all students.	5. Students complete self-assessment.
6. Counselor gives students a chance to discuss their study skills self-assessment. Students will keep these assessments in their portfolios for review in 6 th Grade.	6. Students discuss their self-assessment. Students take their self-assessment home and put it in their portfolios in a safe place for review in 6 th Grade.

Teacher Follow-Up Activities

Teacher will encourage/guide students in the use of their test taking and study skills, as well as in the use of their planner/agenda.

Counselor reflection notes (completed after the lesson)

NAME _____

DATE _____

STUDY/TEST TAKING STRATEGIES INVENTORY

Directions: Answer the questions truthfully by placing a checkmark in the appropriate column.

	Always	Sometimes	Never
1. I am an active listener and class participant.			
2. I use clues from other questions to help me answer harder questions.			
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 review for tests by quizzing myself and asking others to quiz me.			
8. I do the easiest questions first.			
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 complete and hand in my assignments on time.			
14. I use memory cues to learn facts for a test.			
15. I check over papers or tests for errors.			
16. I eat a good breakfast on test day.			
17. I skim through a chapter of a book before I read and study it.			
18. I carefully read all of the choices before answering a multiple-choice question.			
19. I take notes.			
20. I read all of the directions before starting the test.			
21. I ask the teacher for help if I don't understand.			
22. I make sure I answer all parts of every question.			
23. I write neatly and accurately.			
24. I always make sure to write my name on my paper first!			

Dear Sassy,

My teacher gives my class lots of essay and constructed response questions that have lots of parts. I never do very well on these questions. I always miss something. What are some things that I can do to answer these questions better?

Signed,
Missing Parts

Dear Sassy,

My teacher has multiple-choice questions that I have to answer. I always get confused with the choices. There always seems to be at least two good answers. Is there an easy way to figure out the answer?

Signed,
Confused

Dear Sassy,

I never do very well on true/false questions. Do you have any tips so I can do better? I always question my first choice, and it scares me.

Signed,
Scared of T/F

Dear Sassy,

I never feel prepared for a test, even though I studied the night before. What can I do to feel better prepared for the test?

Signed,
Feeling Unprepared

Dear Sassy,

I go home after school and try to do my homework. Even though I start my homework as soon as I get home, it still takes me until after supper to be finished. My friends say they get their homework done in an hour. What can I do differently?

Signed,

Forever With Homework

Dear Sassy,

When I try to complete my classroom assignments, I always get confused as to what I'm supposed to do. How can I do better remembering what the teacher told me to do?

Signed,

Forgetful

Dear Sassy,

I want to be a good student but no matter how hard I try, I still cannot get good grades. What are some things I can do to become a better student?

Signed,

Striving for Success

Unit #1 Title: Successful Students!	
Lesson Title: My Time to Shine!	Lesson: 2 of 2
Grade Level: 5	
Length of Lesson: 30-40 min.	
Missouri Comprehensive Guidance and Counseling Big Idea: AD.4: Applying Skills Needed for Educational Achievement	
Grade Level Expectation (GLE): AD.4.B.05: Demonstrate ability to complete assignments and/or tasks accurately within a specified time frame.	
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)

<p>Visual template and Paper copies of a <i>Weekly Time Management Schedule</i>—attached <i>Your Busy Week Sheet</i>--attached Glass Cup (approximately 2 cup clear measuring glass) Enough garden rocks to fill up the measuring glass Dry corn or beans (1 cup) Sand (1 cup) Bottled water</p>
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Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	<p>Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 6. Discover and evaluate patterns and relationships in information, ideas and structure. 8. Organize data, information and ideas into useful forms.</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.</p>
X	<p>Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on ways others have prevented or solved problems. 7. Evaluate the extent to which a strategy addresses the problem.</p>
X	<p>Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.</p>

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	
X Health/Physical Education	2. Principles and practices of physical and mental health.
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 name three methods/strategies for completing assignments on time.

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 work individually to develop a personal weekly time management schedule for use.

Lesson Preparation

Essential Questions:
 Why are time management and organizational skills important for students to be successful?
 What types of time management and organizational skills do successful students utilize?

Engagement (Hook):
 Counselor brings the items listed in material list into the classroom and asks the students if they think the counselor can fit all of these items into the glass without it overflowing.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. The counselor enters the classroom and asks the students if the counselor can fit all of the items into the glass?	1. Students offer responses.
2. Counselor asks the students in what order they think that they can get all of these	2. Two or three students volunteer to respond to this question.

<p>items to fit into the glass.</p> <p>3. Counselor asks what do you think the first thing is that you should put in? Second thing? Third thing?</p> <p>4. Counselor will put the sand in first, then the corn, and then the rocks.</p> <p>5. Counselor will say that “As you can tell not all of the rocks will fit in and neither will the water.”</p> <p>6. Counselor then starts putting the ingredients in the order that they will fit into the glass (rocks, grain, sand, water). Counselor will have to shake the glass to make it all fit. Counselor will say “Sometimes we have to shake things up (adjust) in order to get them all to fit.”</p> <p>7. Counselor will hand out “<i>Your Busy Week</i>” worksheet.</p> <p>8. Counselor reviews the concept of time management.</p> <ol style="list-style-type: none"> a. Scheduled tasks/activities that we have to do b. Unscheduled tasks/activities that we have to do c. Tasks/activities that we want to do <p>“Trying to fit all of those tasks/activities into a week can be a challenge. Today, you will develop your own personal time schedule for the next week.”</p> <p>9. Counselor asks students to brainstorm their activities and responsibilities for a typical week and record them on the “Your Busy Week” handout.</p> <p>10. Counselor passes out weekly schedule and helps students fill in their weekly schedule.</p> <p>11. As a closing, have student volunteers tell</p>	<p>3. Students raise their hands and give their guesses.</p> <p>4. Students will observe the counselor putting the different ingredients in.</p> <p>5. N/A</p> <p>6. Students will observe the counselor putting the different ingredients in.</p> <p>7. Students receive the “Your Busy Week” worksheet.</p> <p>8. Students listen.</p> <p>9. Students follow directions given.</p> <p>10. Students fill out the “Your Busy Week” handout. Students receive and complete their weekly schedule.</p> <p>11. As individuals respond, the other students</p>
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one thing that they learned from this lesson.	can do thumbs up if that is something new that they learned from the lesson.
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Teacher Follow-Up Activities

Teacher encourages/guides students in the use of their planner/agenda.

Counselor reflection notes (completed after the lesson)

NAME: _____ DATE: _____

YOUR BUSY WEEK

Scheduled Things I Must Do:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Unscheduled Things I Must Do:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Things I Want To Do:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Name: _____

Date: _____

WEEKLY SELF-MANAGEMENT SCHEDULE

TIME/DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
5:00 a.m.							
6:00 a.m.							
7:00 a.m.							
8:00 a.m.							
9:00 a.m.							
10:00 a.m.							
11:00 a.m.							
12:00 noon							
1:00 p.m.							
2:00 p.m.							
3:00 p.m.							
4:00 p.m.							
5:00 p.m.							
6:00 p.m.							
7:00 p.m.							
8:00 p.m.							
9:00 p.m.							
10:00 p.m.							
11:00 p.m.							

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: Successful Students! Students will create a personal weekly time management schedule. Students will self-assess their current abilities in study and test taking strategies and compare current year with previous year's assessment.		SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS: 1. What does it mean to be a successful student? 2. What qualities does a successful student possess?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will name three study skills strategies and three test taking strategies to enhance academic achievement.		AD.4.A.05: Demonstrate study skills and test taking strategies to enhance academic achievement. AD.4.B.05: Demonstrate ability to complete assignments and/or tasks accurately within a specified time frame.		RF.5.3 RF.5.4 SL.5.1 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	AD A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK Level - 3 DOK Level - 3
2. The student will name three methods/strategies for completing assignments on time.		AD.4.A.05 AD.4.B.05		RF.5.3 RF.5.4 SL.5.1 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	AD A	DOK Level - 3 DOK Level - 3

ASSESSMENT DESCRIPTIONS*:					
The student will self-assess their current abilities in study and test taking strategies via a written self-assessment. The student will create a personal weekly time management schedule.					
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2	See Lessons: Lesson # 1: Dear Sassy Successful Student Lesson # 2: My Time to Shine!				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2	See Lessons: Lesson # 1: Dear Sassy Successful Student Lesson # 2: My Time to Shine!				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input checked="" type="checkbox"/> Demonstrations (Ls. 1-2) <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 type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations (Ls. 2) <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. 1) <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 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 type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 1) <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: Transitioning To Middle School	Grade Level: 5
Number of Lessons in Unit: 2	
Time Required for each lesson: Approximately 45 minutes for each lesson	
Best time of year to implement this Unit: Last quarter of 5 th grade	
Lesson Titles:	
Lesson 1: Middle School Here I Come! (Part 1)	
Materials/Special Preparations Required:	
Combination Locks of some kind (lockers, tool chests, locks etc.)	
Directions on how to open a combination lock	
Activity Sheet - <i>Expectations and Skills Needed to be Successful in Middle School</i>	
Lesson 2: Middle School Here I Come! (Part 2)	
Materials/Special Preparations Required:	
Activity Sheet. - <i>Transition to Middle School</i>	
<i>Transition to Middle School</i> Instruction Sheet	
Provide written information about middle school or invite the Middle School Counselor/Teacher to talk with students about expectations.	
Activity Sheet - <i>Future Plan of Action</i>	
Missouri Comprehensive Guidance and Counseling Big Idea:	
AD.5: Applying the Skills of Transitioning Between Educational Levels	
Grade Level Expectation (GLE):	
AD.5.A.05: Develop an understanding of educational tasks and skills necessary to make a smooth transition to the middle school structure. (DOK Level - 3)	
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	

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

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers.
	Goal 2: Communicate effectively within and beyond the classroom
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 3. Analyze the duties and responsibilities of individuals in societies. 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. 7. The use of tools of social science inquiry.
Science	
Health/Physical Education	
Fine Arts	

Unit Essential Questions:

Why do we have certain memories? How are transitions associated with life?

Unit Measurable Learning Objectives:

The student will have one successful opening of a combination lock.
The student will complete an activity sheet to self-assess her/his expectations and skills needed to be successful in middle school.
The student will identify nine goals for middle school by completing one “Plan of Action” activity sheet.
The student will develop a plan of action for one goal to accomplish before transitioning to middle school.

Unit Instructional Strategies/Instructional Activities:

Direct (Drill & Practice; Guided & Shared-reading, listening, viewing, thinking)
 Indirect (Reflective Discussion; Concept Formation)
 Experiential
 Independent Study
 Interactive Instruction (Discussion; Cooperative Learning; Problem Solving)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.
Assessment can be question answer, performance activity, etc.
Students will learn to open a combination lock.
Students will identify nine goals for transitioning to middle school and develop a plan of action for one goal.

Brief Summary of Unit:

Students will review the information about transition and determine if they are ready to transition to middle school. Expectations and skills will be identified to help students be

successful in middle school.

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

Knowledge of skills needed to be successful in school.

<p>Unit #1 Title: Transitioning to Middle School</p> <p>Lesson Title: Middle School Here I Come! (Part 1) Lesson: 1 of 2</p> <p>Grade Level: 5</p> <p>Length of Lesson: 45 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: AD.5: Applying the Skills of Transitioning Between Educational Levels</p> <p>Grade Level Expectation (GLE): AD.5.A.05: Develop an understanding of educational tasks and skills necessary to make a smooth transition to the middle school structure.</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>Combination locks (toolbox, locker, etc.) Directions to open a combination lock (one for each group) Activity Sheet - <i>Expectations and Skills Needed to be Successful in Middle School</i></p>
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Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	<p>Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers.</p>
	<p>Goal 2: Communicate effectively within and beyond the classroom</p>
X	<p>Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one’s own experience in preventing or solving problems.</p>
X	<p>Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 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	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will have one successful opening of a combination lock.
 The student will complete an activity sheet to self-assess her/his expectations and skills needed to be successful in middle 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 open a combination lock. Students will prioritize skills that will lead to success in middle school.

Lesson Preparation

Essential Questions:
 What educational strategies do students need in order to make a smooth transition to middle school?

Engagement (Hook): Counselor begins struggling to open a combination lock. Counselor asks: “How many of you are worried about having enough time to go to your locker and get to your classes in middle school? How many of you have ever used a combination lock before?” Counselor explains to class that they will be divided into small groups (depending on how many locks the counselor has to use during the class). Each group will have a combination lock that they will work together to open. No instructions are given to the group the first time the groups try to open the lock. The counselor tells the groups they have 3 minutes to work together to open the lock.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <p>1. The counselor sets a timer and stops the groups after 3 minutes. The counselor asks the students to raise their hands if they were able to open the lock. Did they have enough time? Why were they not able to open their lock?</p>	<p>Student Involvement/Instructional Activities:</p> <p>1. Most groups will not be able to open the lock without further instruction. The students will indicate that they needed more time and more information.</p>
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<p>2. Is it important to be organized and have enough information to finish something in a certain amount of time? Do you think you will need organization and self-management skills in middle school to be successful?</p> <p>3. Do you need more information in order to open the lock in the 3-minute time frame? If so, the counselor gives the students directions on how to open the lock and gives them the same timeline of 3 minutes to open the lock. Also, the counselor talks with the groups about taking turns and making sure all students get a chance to practice opening the lock (3 minutes for each person in the group).</p> <p>4. The counselor will monitor students opening the lock and discuss their success in the 3-minute time frame.</p> <p>5. The counselor explains that there are many activities and events students will have to adjust to when transitioning to middle school. Having the appropriate skills to be successful in middle school is like having the right directions to opening the lock. Many things will open for you when you have the right skills. You will need to take things step by step in learning expectations, just like you have been doing these past 6 years in elementary school.</p> <p>6. The counselor will work with students as they complete the Activity Sheet - <i>Expectations and Skills Needed to be Successful in Middle School</i>. He or she will highlight the key points as students rate themselves on each expectation/skill.</p> <p>7. The counselor asks the students to keep their Expectation/Skills Activity Sheets or counselor may want to collect them for use during the next lesson. The counselor closes by letting the students know they will</p>	<p>2. Students identify reasons to be organized and have good self-management skills.</p> <p>3. The students use the directions given and open the lock. All groups should be able to do this.</p> <p>4. Once students open the lock, discuss the process and relate the importance of having the correct directions and skills to complete a task.</p> <p>5. Students participate in this discuss.</p> <p>6. The students will complete the activity sheet with the counselor's guidance. Students will add their own ideas at the end of the sheet and share their ideas with the classroom group.</p> <p>7. Students will participate in the closing of the lesson.</p>
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continue to talk about transitioning during the next lesson.	
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Teacher Follow-Up Activities

The teacher will reinforce the Expectation/Skills list with the students during classroom activities.

Counselor reflection notes (completed after the lesson)

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HOOK ACTIVITY

Prepare the directions that work for the combination locks you are using.

Sample Directions to open the lock:

Pretend Combination: 12 - 25 - 4

Steps to opening the lock:

1. Clear the lock by moving the dial one complete circle in both directions.
2. Start at 0
3. Turn the dial directly to the right to the number 12 and stop.
4. Turn the dial left past 25 once and then go directly to 25 and stop.
5. Turn the dial to the number 4 and stop.
6. The lock should open.
7. If not, re-read the directions on how to open the combination.

Expectations and Skills Needed to be Successful in Middle School

Expectation/Skills	I have this skill.	I do okay with this skill.	I need to keep working on this skill.
I am organized.			
I know how to open a combination lock.			
I complete my schoolwork.			
I know how to complete a daily assignment planner.			
I finish my assignments on time.			
I get to school on time.			
I know where to go for help if I don't understand something.			
I am a positive member of a team.			
Add your own information...			

Unit #1 Title: Transitioning to Middle School

Lesson Title: Middle School Here I Come! (Part 2) **Lesson:** 2 of 2
 Note: For best results you may want to spread this lesson over 2 class sessions.

Grade Level: 5

Length of Lesson: 40-60 minutes

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

Grade Level Expectation (GLE):
 AD.5.A.05: Develop an understanding of educational tasks and skills necessary to make a smooth transition to the middle school structure.

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)

Activity Sheet. – *Transition to Middle School*
Transition to Middle School Instruction Sheet.
 Provide written information about middle school and invite the middle school Counselor(s)/Teacher to talk with students about expectations.
 Activity Sheet - *Future Plan of Action*

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

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers.
	Goal 2: Communicate effectively within and beyond the classroom
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 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)
Communication Arts	

	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	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify nine goals for middle school by completing one “Plan of Action” activity sheet.
The student will develop a plan of action for one goal to accomplish prior to transitioning to middle 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 write and implement a plan of action for the future setting goals to be successful in school.

Lesson Preparation

Essential Questions:
What does the word transition mean? Are you in transition? If so, how?

Engagement (Hook): Counselor begins lesson by sharing a memory of his/her elementary school years. The counselor will give the students a Transition to Middle School Activity Sheet. Students will complete the sheet with the guidance of the school counselor.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <p>Note: Completing the activity sheet together will allow the counselor to assess the engagement of individual students.</p> <p>1. The counselor asks the students to share their thoughts and concerns about transitioning to middle school from the <i>Transition to Middle School</i> activity sheet. Use the <i>Transition to Middle School Instruction Sheet</i>.</p>	<p>Student Involvement/Instructional Activities:</p> <p>1. Students reflect on the elementary school experience as well as their thoughts and concerns about transition to middle school.</p>
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<p>2. Counselor has students write any questions they might have about transitioning to middle school at the bottom of the activity sheet and on index cards. Index cards are given to middle school counselor.</p> <p>3. At this time or during the next session the counselor provides information about middle school or introduces the middle school counselor/teacher to talk about middle school transition.</p> <p>4. At the end of class the counselor will have students complete the activity sheet - <i>Future Plan of Action</i> to set any goals they might need to complete before transitioning. Counselor encourages students to implement their <i>Future Plan of Action</i> as they continue to talk about transition to middle school.</p> <p>5. Counselor and students bring closure to the lesson by completing Section 7 of <i>Transition to Middle School</i> activity sheet and sharing 5th grade memories using large group process described in Section 1.</p>	<p>2. Students write down any questions or concerns they might have at the bottom of the activity sheet.</p> <p>3. Students will share their questions and concerns at this time.</p> <p>4. Students complete their <i>Future Plan of Action</i> activity sheet. Students will implement their plan of action.</p> <p>5. One student will share a 5th grade memory and then invite someone else to share a memory.</p>
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Teacher Follow-Up Activities

The teacher will review the *Transition to Middle School and Future Plan of Action* activity sheets. Also, the counselor will continue to reinforce skills needed to transition to middle school.

Counselor reflection notes (completed after the lesson)

TRANSITION TO MIDDLE SCHOOL **INSTRUCTION SHEET**

Developed by: Carolyn Magnuson

As each section is completed, prompt students to talk with a partner or larger group. The counselor will use dry erase board/SmartBoard/other visual display during the lesson to collect ideas. The ideas generated will be saved for the teacher to use in the future, or for the counselor to use during the next session.

Section 1: Special memories are those that stand out from the rest...they include memories of adults and peers, as well as events (e.g. field trips, honors). Share with a partner, and then with the larger group (if you feel comfortable doing so). The process continues until all students who want to share have had an opportunity to share a memory.

Section 2: Thoughts about transition to middle school... Getting ready for something new brings mixed feelings. We are excited about new opportunities and worried or anxious about the unknown and/or not knowing what to do (e.g. getting lost between classes, larger school). After writing positive thoughts and concerns about transition to middle school share thoughts with your partner. Also, share thoughts with the larger group and develop a list of mutual positive thoughts and concerns using dry erase board/SmartBoard/other visual display. Discuss common concerns. Some students may want to write a question or concern in Section 6 to discuss further with middle school counselors.

Section 3: Involvement - Middle school offers many opportunities for involvement in organizations/activities of interest. Have students share their ideas. If students aren't aware of the activities offered, then encourage them to list questions to ask the middle school counselor(s) for more information.

Section 4: Friendship - Friends are treasures! Make sure the friends you choose are GENUINE TREASURES! When the qualities you seek have been written, share your ideas with the larger group. The counselor will record ideas using dry erase board/SmartBoard/other visual display ... "*Qualities I treasure in a friend.*" Discuss the challenges of making and keeping friends and the importance of choosing your friends wisely.

Section 5: Changes - Use these ideas when developing the *Future Plan of Action* activity sheet.

Section 6: Questions - Have students write questions on index cards to share when the middle school counselor(s) visits the classroom to talk about transition.

Section 7: 5th grade memories - Follow procedure suggested for large group sharing in #1.

TRANSITION TO MIDDLE SCHOOL

Developed by: Carolyn Roof

Name _____ Date _____

School _____ Class _____

Section 1: Write one special memory you have about elementary school at each grade level.

Kindergarten - _____

1st Grade - _____

2nd Grade - _____

3rd Grade - _____

4th Grade - _____

Section 2: What are your thoughts about transitioning to middle school?

Positive thoughts

Concerns

a.	a.
b.	b.

Section 3: What are three things you would like to get involved in at middle school?

a.
b.
c.

Section 4: List three qualities you want to have in a friend in middle school.

a.
b.
c.

Section 5: Are there things you need to change about yourself or skills you need before moving to middle school? If so, what?

a.
b.
c.

Section 6: What questions would you like to ask a middle school counselors/teacher?

Section 7: List one or two memories you will take with you about 5th Grade.

a.
b.

Name: _____ **Date:** _____



Future Plan of Action



What do I need to improve?

I want to improve the following.

I will take the following steps to improve.

Steps:

1. _____
2. _____
3. _____

Follow up evaluation: How did I do?

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 plan of study.

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: Transitioning To Middle School		SUGGESTED UNIT TIMELINE: 2 Lessons				
Students will review the information about transition and determine if they are ready to transition to middle school. Expectations and skills will be identified to help students be successful in middle school.		CLASS PERIOD: 45 minutes each				
ESSENTIAL QUESTIONS:						
1. Why do we have certain memories? 2. How are transitions associated with life?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will have one successful opening of a combination lock.		AD.5.A.05 Develop an understanding of educational tasks and skills necessary to make a smooth transition to the middle school structure.		RI.5.3 RI.5.4 RF.5.3 RF.5.4 SL.5.1 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 3
2. The student will complete an activity sheet to self-assess her/his expectations and skills needed to be successful in middle school.		AD.5.A.05		RF.5.3 RF.5.4 SL.5.1 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	AD A	Level 3

<p>3. The student will identify nine goals for middle school by completing one “Plan of Action” activity sheet.</p>		<p>AD.5.A.05</p>		<p>RI.5.3 RI.5.4 RF.5.3 RF.5.4 W.5.1 W.5.2 W.5.8 SL.5.1 SL.5.2 SL.5.4 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6</p>	<p>AD A</p>	<p>Level 3</p>
<p>4. The student will develop a plan of action for one goal to accomplish before transitioning to middle school.</p>		<p>AD.5.A.05</p>		<p>RI.5.3 RI.5.4 RF.5.3 RF.5.4 W.5.1 W.5.2 W.5.8 SL.5.1 SL.5.2 SL.5.4 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6</p>	<p>AD A</p>	<p>Level 3</p>
<p>ASSESSMENT DESCRIPTIONS*: Students will learn to open a combination lock. Students will identify nine goals for transitioning to middle school and develop a plan of action for one goal.</p>						

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	See Lessons:				
2	Lesson 1 Middle School Here I Come! (Part 1)				
3	Lesson 2 Middle School Here I Come! (Part 2)				
4					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1	See Lessons:				
2	Lesson 1 Middle School Here I Come! (Part 1)				
3	Lesson 2 Middle School Here I Come! (Part 2)				
4					
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input checked="" type="checkbox"/> Drill & Practice (Ls. 1) <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)	<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. 2) <input type="checkbox"/> Writing to Inform <input checked="" type="checkbox"/> Concept Formation (Ls. 1, 2) <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 type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1, 2) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning (Ls. 1) <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 1) <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: Gr 5/ AD5-Gr5-Unit1

Course Code: Academic Development

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from
http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

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 can planning guide my future?

Unit Measurable Learning Objectives:

The student will list at least three reasons he/she would need a plan and identify the academic achievement level he/she plans to achieve.
 The student will list at least three goals he or she wants to accomplish in life (work, family, and leisure).
 The student will develop a plan to reach at least three personal goals, including possible obstacles.

Unit Instructional Strategies/Instructional Activities:

Direct (Structured Overview; Compare & Contrast; Guided & Shared-Reading, Listening, View-Viewing, Thinking)
 Indirect (Reflective Discussion; Concept Formation; Concept Attainment)
 Experiential (Simulations)
 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 select short- and long-term goals.

Brief Summary of Unit:

Students are encouraged to brainstorm and record preparations that need to be made for a vacation or long trip. A parallel is drawn between preparing for a long trip and preparing for middle school and secondary education classes; then to post high school life choices. Goal setting in sports' games are used as examples to help students comprehend the goal setting process in education and careers.

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

Ability to write and discuss ideas.

Unit #1 Title: Educational Plans Are Important	
Lesson Title: The Vacation Can Be An Education	Lesson: 1 of 2
Grade Level: 5	
Length of Lesson: 30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: AD.6: Developing a personal plan of study.	
Grade Level Expectation (GLE): AD.6.A.05: Recognize the importance of an educational plan	
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)

Writing materials for each student <i>Let's Go To</i> and <i>Why Do I Need A Plan?</i> student activity sheets United States or world wall maps

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

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspective 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 (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)

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

Lesson Measurable Learning Objectives:

The student will list at least three goals he/she wants to accomplish in life (work, family, and leisure).

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 compare and contrast planning for a trip and making a plan for their future.

Lesson Preparation

Essential Questions:
How can planning guide my future?

Engagement (Hook):
Using a United States or world wall map, direct students to think of a place that they have always wanted to visit...New York, Paris, Disney World, Silver Dollar City, Six Flags, Worlds of Fun...Can anyone give me some other examples?

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor hands out <i>Let's Go To...</i> activity sheet. Students are instructed to write their names at the top of the paper.	1. Students follow directions.
2. Students are directed to pick a location they would like to visit and write it in the blank at the top of their paper. It must be some distance away from home, requiring at least an overnight stay. Call on some students to give their destination.	2. Students follow directions and respond.
3. Brainstorm things they would have to do to go on a trip. Write down several-don't feel compelled to use all of the spaces. Discuss freely all suggestions. Point out how important it is to have a plan before taking a	3. Have students write down their suggestions on the paper.

<p>vacation or trip.</p> <p>4. Approximately 15 minutes into the lesson, hand out other activity sheet <i>Why Do I Need A Plan?</i> Discuss what could happen if they didn't take care of the things listed on the other side (such as using a map or navigation system, having money, finding a place to stay, and/or planning for activities). Brainstorm ideas and write them down on the activity sheet (such as go hungry, get robbed, have to go back home, not get to visit places, etc).</p> <p>5. Discuss how having a plan makes for a safe, fun and exciting vacation. Draw a parallel between planning for a vacation and planning for an education. Discuss how students get to choose classes to take in middle school and high school and point out how they would need to figure out what subjects they enjoy. Students should be encouraged to participate in activities in which they excel. Direct students to write down what they enjoy doing in school.</p> <p>6. Discuss how understanding their strengths and abilities can help them prepare for life choices.</p>	<p>4. Students record suggestions.</p> <p>5. Students participate in the discussion, and write subjects and activities they enjoy in school.</p> <p>6. Students write down what they want to accomplish in life (work, family, leisure)?</p>
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Teacher Follow-Up Activities

Teacher will review student activity sheets and include the class in planning lessons in the content areas.

Counselor reflection notes (completed after the lesson)

Name _____

Let's Go To _____



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

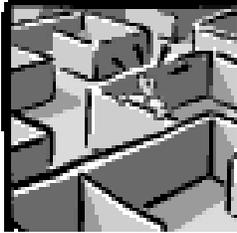
13. _____

14. _____

15. _____

16. _____

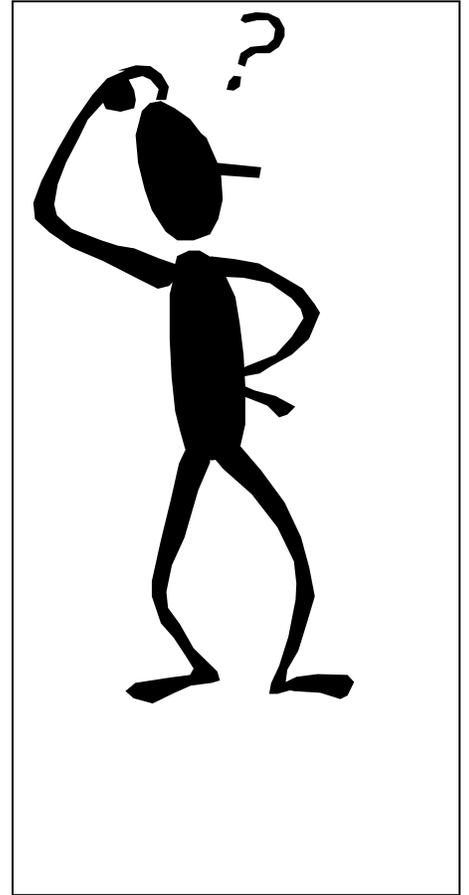
Name _____



Why Do I Need A Plan?

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

8. _____
9. _____
10. _____
11. _____
12. _____
13. _____



What academic level do I want to achieve in school? _____

What do I want to accomplish in life (work, family, leisure)?

Unit #1 Title: Educational Plans Are Important	
Lesson Title: Goal-Makers Win the Game!	Lesson: 2 of 2
Grade Level: 5	
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.05: Recognize the importance of an educational plan.	
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><i>GOALS</i> activity sheet An indoors basketball goal A basket ball writing materials</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 8. Organize data, information, and ideas into useful forms for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspective of others</p>
	<p>Goal 3: Recognize and solve problems</p>
	<p>Goal 4: Make decisions and act as responsible members of society</p>

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

Academic Content Area(s)	Specific Skill(s)
X	<p>Communication Arts</p> <p>1. Speaking and writing standard English 4. Writing formally and informally 6. Participating in formal and informal presentations and discussions of issues and ideas</p>
	<p>Mathematics</p>
	<p>Social Studies</p>
	<p>Science</p>
	<p>Health/Physical Education</p>

	Fine Arts	
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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

<p>The student will identify three goals. The student will identify one road block that could get in the way of accomplishing each goal. The student will identify the first step toward each goal.</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. Students will select long- and short-term goals in order to complete the “GOALS” activity sheet.</p>

Lesson Preparation

<p>Essential Questions: How can goals help me?</p> <p>Engagement (Hook): Ask students to think of a game they would like to win. If a student chooses basketball, call this student to the front of the class and give this student three chances to make a goal. Call one or two more basketball fans to do the same. Introduce the terms <i>educational goals</i> and <i>opportunities</i>.</p>

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> Counselor introduces/reviews the word <i>goal</i>. Give examples of educational or academic goals. <p>(Short term):</p> <ul style="list-style-type: none"> • Finish all assignments on time. • Do my homework. • Prepare for a test. • Have all my supplies. 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students give examples of goals. Students listen.
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<p>(Long term):</p> <ul style="list-style-type: none"> • Make the honor roll the next nine weeks. • Be promoted to the next grade. • Go to college or technical school. • Become a _____ (Favorite career). <p>3. Pass out the <i>Goals</i> worksheet. Give directions and have students complete the activity. (Collect the completed activity sheets. Tell students that the activity sheets will be returned the next week by their teacher who will do an extension activity.)</p> <p>4. Explain the word <i>opportunity</i>. Emphasize that, unless they are retained, this is their only opportunity to do well in 5th grade, and each day in school will be their only opportunity to do well in school that day. Suggest that doing their best in school each day is the first step towards achieving academic goals.</p>	<p>3. Students complete the worksheet.</p> <p>4. Students listen and participate.</p>
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Teacher Follow-Up Activities

Teacher will review student activity sheets and have students orally share their written examples.

Counselor reflection notes (completed after the lesson)

GOALS



This is a goal... a basketball goal.



This is also a goal... the finish line.

There are other goals! Goals are worthwhile things you want to accomplish!!

1. Write a goal you want to reach in school this week. _____

What is the first step to make it happen? _____

What roadblocks can get in the way? _____

2. Write a goal that you want to accomplish by the end of the school year. _____

What is the first step to make it happen?

What roadblocks can get in the way?

3. Write a goal you want to reach when you become a teenager. _____

What roadblocks can get in the way? _____

I pledge to be loyal to my goals:

My Signature

Date

Grade

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 plan of study.

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 Plans Are Important</p> <p>Students are encouraged to brainstorm and record preparations that need to be made for a vacation or long trip. A parallel is drawn between preparing for a long trip and preparing for Middle School and Secondary Education classes; then to post High School life choices. Goal setting in sports' games are used as examples to help students comprehend the goal setting process in education and careers.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons</p> <p>CLASS PERIOD (min.): 30 minutes each</p>				
<p>ESSENTIAL QUESTIONS:</p> <p>1. How can planning guide my future?</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 list at least three reasons he/she would need a plan and identify the academic achievement level he/she plans to achieve.		AD.6.A.05: Recognize the importance of an educational plan.		RF.5.3 RF.5.4 W.5.2 SL.5.1 SL.5.4 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 1
2. The student will list at least three goals he or she wants to accomplish in life (work, family, and leisure).		AD.6.A.05		RF.5.3 RF.5.4 W.5.2 SL.5.1 SL.5.4 L.5.1 L.5.2 L.5.3	AD A.	Level 1

				L.5.4 L.5.5 L.5.6		
3. The student will develop a plan to reach at least three personal goals, including possible obstacles.		AD.6.A.05		RF.5.3 RF.5.4 W.5.2 SL.5.1 SL.5.4 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	AD A	Level 1
ASSESSMENT DESCRIPTIONS*:						
The student will select short- and long-term goals.						
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 The Vacation Can Be An Education Lesson 2 Goal-Makers Win the Game					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2 3	See Lessons: Lesson 1 The Vacation Can Be An Education Lesson 2 Goal-Makers Win the Game					

<u>Direct:</u>	<u>Indirect:</u>	<u>Experiential:</u>	<u>Independent Study</u>	<u>Interactive Instruction</u>
Structured Overview (Ls. 1, 2) Lecture Explicit Teaching Drill & Practice Compare & Contrast (Ls. 1) Socratic Questions Demonstrations Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2)	<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) <input type="checkbox"/> Writing to Inform <input checked="" type="checkbox"/> Concept Formation (Ls. 1) <input type="checkbox"/> Concept Mapping <input checked="" type="checkbox"/> Concept Attainment (Ls. 2) <input type="checkbox"/> Cloze Procedure	<input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations (Ls. 1) <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	<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	<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:

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: Finding My Place In The World

Grade Level: 5

Number of Lessons in Unit: 3

Time Required: 30-40 minutes/each

Best time of year to implement this unit: Anytime

Lesson Titles:

Lesson #1: Where do I fit now? Have I changed?

Materials/Special Preparation Required:

Where Do I Fit? Activity Sheet each student completed in grade 4; plus a new copy for grade 5 (if not used in 4th gr. adapt lesson to meet your needs)

Career Paths Mini Poster

Mini Poster *Jobs in the World of Work*

Lesson #2: Back in the “Old Days”

Materials/Special Preparation Required:

Picture of a family sedan from 10 years ago, picture of a current “hot” car

Activity Sheet *How Times Change*

Mini Poster *Job Changes in the World of Work* (one for each small group)

Lesson #3: How Times Have Changed

Materials/Special Preparation Required:

Activity Sheet *How Times Change* (completed)

Flip chart/chalkboard

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.05: Compare interests and strengths with those of workers in the global community. (DOK Level – 3)

CD.7.B.05: Describe occupational changes that have occurred over time within the six career paths. (DOK Level - 3)

CD.7.C.05: Describe the contributions of a variety of jobs in the community. (DOK Level – 4)

American School Counselor Association (ASCA) National Standard:

Career Development:

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

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

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

X	Goal 1: Gather, analyze and apply information and ideas
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	

Unit Essential Questions:

In what ways have jobs changed over the years? How people’s interests change as they get older?
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Unit Measurable Learning Objectives:

The student will identify at least one career that matches his/her interests. The student will interview one worker, share this interview with others, and write a paragraph reporting the findings. The student, as a member of a group, will identify five jobs that have changed over the last ten years.
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Unit Instructional Strategies/Instructional Activities:

<input checked="" type="checkbox"/> Direct (Compare & Contrast)
<input checked="" type="checkbox"/> Indirect (Problem Solving, Writing to Inform)
<input type="checkbox"/> Experiential
<input type="checkbox"/> Independent study
<input checked="" type="checkbox"/> Interactive Instruction (Discussion, Interviewing)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. The student will compare/contrast “Where Do I Fit” Activity Sheet of working conditions completed in grade 4 with grade 5 “Where Do I Fit” Activity Sheet. The student will interview

a worker and complete “*How Times Have Changed*” *Activity Sheet* regarding how the worker’s job(s) has changed over the past 10 years, and whether those changes have benefited him/her. The student will write a paragraph explaining his/her findings in relation to the worker’s future.

Brief Summary of Unit:

Students will complete a second “*Where Do I Fit*” *Activity Sheet* and compare the 5th grade results with grade 4 (see CD7-Gr4-Unit1-Lesson1). This will create an awareness of areas/personal preferences that have changed in the past year, and how those changes may affect his or her career choices.

Students will interview a family member or school staff member to learn how jobs have changed over the past 10 years. Results will be presented to the class.

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 their own personal and educational interests and strengths.

Students will have knowledge of the six career paths.

Students will have basic knowledge of various jobs.

Students will know how to conduct an information-gathering interview and record responses in writing.

Vocabulary: Preference, Self-Assessment/Evaluation, Attributes

Unit #1 Title: Finding My Place In The World	
Lesson Title: Where Do I Fit Now? Have I Changed?	Lesson: 1 of 3
Grade Level: 5	
Length of Lesson: 30-40 minutes	
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.05: Compare interests and strengths with those of workers in the global community. CD.7.C.05: Describe the contributions of a variety of jobs in the community.	
American School Counselor Association National Standard (ASCA): Career Development: A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	

Materials (include activity sheets and/ or supporting resources)

<p><i>Where Do I Fit? Activity Sheet</i> each student completed in grade 4, plus a new copy for grade 5 (if not used in 4th grade adapt lesson to meet your needs) <i>Career Paths Mini Poster</i> <i>Mini Poster Jobs in the World of Work</i></p>
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Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
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		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify at least one career that matches his/her interests.
 The student will identify five workers who match his/her preferences. From the list of five, the student will choose one worker and will identify this worker’s contributions to society through his/her work.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 The student will complete a new activity sheet indicating individual preferences. He/she will compare these preferences with those discovered in grade 4, comparing and contrasting the two sets of responses. Using the Career Paths Mini Poster, the student will select a career that matches his/her preferences.

Lesson Preparation

Essential Questions:
 Why is it important for things to change in the world?
 How have you changed over the years? How were those changes important to you?
 What are your personal and educational interests and strengths now?

Engagement (Hook):
 Counselor asks: “Have you changed your interests since you were in Kindergarten? How have they changed?” Students will give their ideas of how they have changed. “Thumbs up if you have changed since last year?” Students will give thumbs up if they agree.
 Counselor explains that students will be doing a self-assessment (*Where Do I Fit*) that they may have done last year which help students discover more information about their own strengths and interests. Students will be able to compare last year’s responses with this year’s responses, and decide areas in which they have changed. “Remember: there are no wrong answers...only right ones because they are personal to you.”

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <p>1. Counselor will use responses in the “Hook” to transition into decision-making and self-knowledge. Explain that it is important to know that as we grow, our interests and strengths may change. Having this knowledge helps each person make better</p>	<p>Student Involvement/Instructional Activities:</p> <p>1. Students listen and contribute personal change.</p>
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<p>decisions for his/her own life and/or work satisfaction. Ask 3 or 4 students to explain one change in their interests since Kindergarten.</p> <p>2. Counselor will distribute the new copy of the <i>Where Do I Fit?</i> Activity Sheet. Students will be given time to “read-through” the Activity Sheet and to ask questions. They will be instructed to follow the directions by using “Y” “N” “M” to rate each preference when finished. They will be instructed to mark those items that most reflect what they like and can do well with an asterisk (*).</p> <p>3. When finished, students will be given their Activity Sheets from grade 4. They will be instructed to compare the two sets of answers and to highlight changes on the 5th grade version. If a student did not complete the “Where Do I Fit” last year, have them contribute from their memory of last year’s preferences.</p> <p>4. When students are finished, counselor will then ask the students to look at the list of workers on the Mini Poster – <i>Jobs in the World of Work</i>, which has a list of workers. Students will review attributes they marked on the “Where Do I Fit?” Activity Sheets and will compare them to the attributes that they think specific workers might have, using their knowledge of the career paths as a reference. The Career Path Mini Poster will be reviewed with the students.</p> <p>5. Each student will choose a minimum of 5 workers from the list that they identify with most. From the list of 5 they will pick one worker and will briefly discuss this worker’s contributions to society through his or her work. Students may do this individually or in small groups (Example: Law Enforcement Officer– keep people safe, save lives, help people follow the laws, rescue people.).</p>	<p>2. Students will complete the worksheet.</p> <p>3. Students will compare their answers on the worksheet to the 4th grade results.</p> <p>4. Students will compare their 5th grade responses to the preferences of workers in the Career Paths.</p> <p>5. Students will identify 5 workers who match their preferences and from the list of 5 choose one worker, and will identify this worker’s contributions to society through his or her work.</p>
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<p>6. Ask students to tell one new “thing” learned about him or her and at least one new career that may match their personal attributes and preferences.</p>	<p>6. Students will reflect and give their responses.</p>
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Teacher Follow-Up Activities

Teachers may decide to dialogue with the students about their personal strengths and interests, relating them to academic strengths.

Counselor reflection notes (completed after the lesson)

NAME: _____

WHERE DO I FIT? (Fifth Grade Self Assessment)

Do you ever wonder what you'll do best when you grow up? Do you think about your skills and talents, and wonder which ones will lead you to a career? Learning about ourselves is very important as we make decisions about the future.

On this activity sheet, mark a "Y" for yes, "N" for no, or "M" for maybe for each item. Make sure your answers are meaningful for you. In all honesty, you should have a mixture of answers. Your answers should not be all yes, or all no.

1. Do you like to work with:

- a. _____ tools
- b. _____ animals
- c. _____ science
- d. _____ people
- e. _____ numbers
- f. _____ words
- g. _____ machines
- h. _____ musical instruments
- i. _____ computers
- j. _____ plants



2. Do you like to:

- a. _____ be outdoors
- b. _____ be inside
- c. _____ move around a lot
- d. _____ stay in one place
- e. _____ be with other people
- f. _____ spend time alone
- g. _____ make things/fix things
- h. _____ talk to people



3. Do you think you would be willing to:
- a. _____ work 10 to 12 hours each day
 - b. _____ work very early in the morning
 - c. _____ work in the evening or during the night
 - d. _____ work on weekends, if necessary
 - e. _____ travel and be away from home a lot
 - f. _____ get a college education or more career training
 - g. _____ continue to learn new things throughout your career

4. Are you physically able to:

- a. _____ climb a ladder
- b. _____ stand on your feet for hours at a time
- c. _____ walk a lot
- d. _____ hear what others are saying
- e. _____ see clearly
- f. _____ use your eyes for close work for hours at a time



5. Could you:

- a. _____ sit in one place for hours at a time
- b. _____ work alone if you had to
- c. _____ work with other people
- d. _____ speak pleasantly regardless of how you feel
- e. _____ be pleasant to someone who is not pleasant to you
- f. _____ do the same thing repeatedly and still be accurate and quick
- g. _____ do many different things in the same day
- h. _____ tell other people what to do and be responsible for making sure that they do it

6. Are you able to:

- a. _____ persuade other people to do what you want them to do
- b. _____ keep accurate records
- c. _____ follow written directions
- d. _____ follow oral directions
- e. _____ do a job as instructed
- f. _____ get your work done even if the boss is away
- g. _____ leave your personal problems at home



7. Are you willing to:

- a. _____ be neat, clean, and dressed nicely while you are working
- b. _____ be on time for work and regular in your attendance on the job
- c. _____ get your hands and clothing dirty
- d. _____ wear a uniform
- e. _____ work without pay while you are learning how to do your job
- f. _____ work at a job that might be dangerous

8. Are you the kind of person who could:

- a. _____ keep doing the same tasks over and over, and still do them well
- b. _____ work with people who are in trouble and need your help
- c. _____ work with people who are sick or injured
- d. _____ make decisions and accept blame if they are wrong decisions
- e. _____ give orders in such a way that others will follow them
- f. _____ think up ideas and new ways of doing things
- g. _____ remain calm in an emergency
- h. _____ meet deadlines and have work ready when it is due

9. Could you work accurately and quickly if:

- a. _____ you were in an open place high above the ground
- b. _____ you were in a small closed-in space
- c. _____ there was a lot of noise around you
- d. _____ you were in a place that was smelly
- e. _____ it was very hot
- f. _____ it was very cold
- g. _____ you had to work outside in the rain and snow
- h. _____ you had to work under pressure



Number of "yes" answers: _____

Number of "no" answers: _____

Number of "maybe" answers: _____

If you have a lot of "yes" and "maybe" answers, you probably are open to many different types of careers. If you have many "no" answers, you are less flexible about what types of jobs you might like.

Now that you have this information, look at the Career Path poster and figure out some careers and career paths that fit you best!

(Adapted from Missouri Comprehensive Guidance Activities Box, Area I, Category A, Competency 4, EI-55)

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.



Job List Mini Poster



JOBS IN THE WORLD OF WORK

Review the list of jobs below, and select at least 5 that match your preferences.

Teacher	Psychologist
Nurse	Nursing Home Worker
Custodian	Banker
Server	Farmer
Attorney	Firefighter
Construction Worker	Chef
Doctor	Meteorologist
Singer	Dancer
Secretary	Carpenter
Computer Programmer	Hairstylist
Veterinarian	Television Announcer
Physical Therapist	Artist
Mechanic	Biologist
Gas Station Attendant	Astronaut

Unit #1 Title: Finding My Place In The World

Lesson Title: Back In The “Old Days” **Lesson:** 2 of 3

Grade Level: 5

Length of Lesson: 30-40 minutes

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.05: Describe occupational changes that have occurred over time within the six career paths.
 CD.7.C.05: Describe the contributions of a variety of jobs in the community.

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

Materials (include activity sheets and/ or supporting resources)

Picture of a family sedan from 10 years ago
 Picture of a current “hot” car
 Activity Sheet *How Times Change*
 Activity Sheet *Job Changes in the World of Work* (one for each group)

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

	Fine Arts	
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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

As a member of a group, the student will identify one job and the changes, which have occurred in that job over the last ten years.

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 report to the group using information from the “*How Times Change Worksheet*” gathered during the interview with a worker.

Lesson Preparation

Essential Questions:
 Why do jobs change?

Engagement (Hook):
 Counselor tells the class that s/he wants to show them a picture of a really hot car. Counselor holds up the picture of a family from 10 years ago. Counselor asks how many students agree that this is a hot car. (Hopefully, students will not agree.) Counselor explains that this car is from the year they were born. “Do you think this car ran well? Do you think it got people from one place to another? Do you think this car did its job?” Counselor then shows the picture of the new hot car, and repeats the process.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. After the hook, explain that in the course of their lifetimes, many things have changed...cars, clothes, computers, music... even jobs. Explain that change can be very beneficial, but we have to be open to change in order to appreciate the good that those changes can bring.</p>	<p>1. Students listen and offer suggestions of things that have seen change.</p>
<p>2. The class is divided into small groups of three or four students. Each group is given a <i>Job Changes in the World of Work</i> Activity Sheet. Each group is assigned four or five jobs on the list. Someone in the group will be designated as a <i>Recorder</i> to write changes group members think have taken place over the past 10 years or more in each job.</p>	<p>2. Students will divide into small groups, assign group roles (Leaders, Recorder, Reporter) and work together on the activity sheet. The Recorder will write the suggested job changes on the Activity Sheet.</p>
<p>3. When the activity sheet has been completed the counselor asks each group <i>Reporter</i> to report group’s thoughts about changes that have taken place in the world of work.</p>	<p>3. <i>Reporters</i> will share the changes they think have taken place in the world of work.</p>
<p>4. Assignment for next class session... Each student will be given an interview Activity Sheet <i>How Times Change</i>. The counselor will review the worksheet step-by-step, allowing time for questions.</p>	<p>4. Students will ask clarifying questions.</p>
<p>5. Each student uses the form as a guide for interviewing a parent, adult friend or a school staff member. The information (data) gathered during the interview and brings the completed Activity Sheet back to school. If a student is not able to interview a parent or adult friend, the student will ask a school staff member for an interview.</p>	<p>5. The students will take the “How Times Change” sheet and interview an adult before the next class period. They will bring the completed Activity Sheet back to class the next session.</p>
<p>Follow-Up Session (Lesson 3):</p>	
<p>6. During the follow-up lesson, the counselor will ask the students to share the information gathered during their interviews.</p>	<p>6. Students will offer information that they gathered in their interviews.</p>
<p>7. In groups, students will develop a graph</p>	<p>7. Students will be encouraged to comment</p>

<p>representing group data (see Lesson Assessment). Positive changes will be recorded on chart paper/chalkboard.</p> <p>8. Counselor relates that in their futures jobs will continue to go through many changes, and that it will be important for them to be open to change, understanding that change can lead to better things.</p>	<p>on those changes and their impact on the jobs. Students will organize and analyze data.</p> <p>8. Students will write a paragraph relating future changes to their own future.</p>
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Teacher Follow-Up Activities

Teacher might discuss the many changes in teaching in recent years.

Counselor reflection notes (completed after the lesson)

Name _____



How times change!



Name of person interviewed: _____

Place of employment/job: _____

1. How has your job changed over the past 10 years? How has technology changed your job?

2. How have these changes influenced/improved your job?

3. How have these changes affected you? Did you need more training? What else happened?

4. How do you know when you have done your job well? How does it feel?



JOB CHANGES IN THE WORLD OF WORK

Write a change that has taken place in each job over the past 10 years or more.

<u>Job Name</u>	<u>Change</u>	<u>Job Name</u>	<u>Change</u>
Teacher	_____	Psychologist	_____
Nurse	_____	Nursing Home Worker	_____
Custodian	_____	Banker	_____
Server	_____	Farmer	_____
Attorney	_____	Firefighter	_____
Construction Worker	_____	Chef	_____
Doctor	_____	Meteorologist	_____
Singer	_____	Dancer	_____
Secretary	_____	Carpenter	_____
Computer Programmer	_____	Hairstylist	_____
Veterinarian	_____	Television Announcer	_____
Physical Therapist	_____	Artist	_____
Mechanic	_____	Biologist	_____
		Astronaut	_____

Unit #1 Title: Finding My Place In The World	
Lesson Title: How Times Have Changed	Lesson: 3 of 3
Grade Level: 5	
Length of Lesson: 30-40 minutes	
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.05: Describe occupational changes that have occurred over time within the six career paths.	
American School Counselor Association (ASCA) National Standard: Career Development: A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	

Materials (include activity sheets and/ or supporting resources)

Activity Sheet *How Times Change (completed in Lesson 2)*
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
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	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will interview one worker, compare the information with others’ interviews, and write a paragraph describing his/her findings.

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.

Using the data collected during their worker interviews, the student will work with a group to compile job changes. At conclusion of all group presentations, the student will write a paragraph interpreting their findings in relation to their future.

Lesson Preparation

Essential Questions:

- How is change part of life?
- Why do you think jobs change?

Engagement (Hook): Remind students of the hook from last session and the job changes list.

This was what was said last session...

Counselor tells the class that s/he wants to show them a picture of a really hot car. Counselor holds up the picture of a family from 10 years ago. Counselor asks how many students agree that this is a hot car. (Hopefully, students will not agree.) Counselor explains that this car is from the year they were born. “Do you think this car ran well? Do you think it got people from one place to another? Do you think this car did its job?” Counselor then shows the picture of the new hot car, and repeats the process.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Remind students of the assignment from the last class session... “Each student was given an interview Activity Sheet “<i>How Times Change.</i>” Each student interviewed a parent, adult friend or a school staff member. Get out your completed interview Activity Sheet from our last lesson.” Students who do not have a completed Activity Sheet, will be asked to work with someone who has the completed Activity Sheet. 2. During this lesson, the counselor will ask 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Pair students who returned the completed Activity Sheet with those who do not have a completed Activity Sheet. 2. Students will offer information that they
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<p>the students to share the information gathered during their interviews.</p> <p>3. In groups, students will develop a graph representing group data (see Lesson Assessment). Positive changes will be recorded on chart paper/chalkboard.</p> <p>4. Counselor relates that in their futures jobs will continue to go through many changes, and that it will be important for them to be open to change, understanding that change can lead to better things.</p>	<p>gathered in their interviews.</p> <p>3. Students will be encouraged to comment on those changes and their impact on the jobs. Students will organize and analyze data.</p> <p>4. Students will write a paragraph relating future changes to their own future.</p>
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Teacher Follow-Up Activities

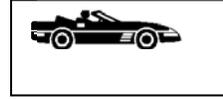
Teacher might remind the students of their discussion after the last guidance lesson when he or she shared the many changes in teaching in recent years. The students who didn't have an opportunity to complete the "How Times Change" sheet will be given one to take home and complete with an adult family member or friend. The student will have the opportunity to share the results with the teacher/counselor when they return the Activity Sheet is returned.

Counselor reflection notes (completed after the lesson)

Name _____



HOW TIMES CHANGE!



Name of person interviewed: _____

Place of employment/job: _____

1. How has your job changed over the past 10 years? How has technology changed in your job?

2. How have these changes influenced/improved your job?

3. How have these changes affected you? Did you need more training? What else happened?

4. How do you know when you have done your job well? How does it feel?

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. (CD 7)

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. (CD 8)

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. (CD 9)

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

<p>UNIT DESCRIPTION: Finding My Place in the World Students will complete a second “Where Do I Fit” Activity Sheet and compare the 5th grade results with grade 4 (see CD7-Gr4-Unit1-Lesson1). This will create an awareness of areas/personal preferences that have changed in the past year, and how those changes may affect his or her career choices. Students will interview a family member or school staff member to learn how jobs have changed over the past 10 years. Results will be presented to the class.</p>		<p>SUGGESTED UNIT TIMELINE: 3 Lessons CLASS PERIOD (min.): 30-40 minutes each</p>						
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> In what ways have jobs changed over the years? How people’s interests change as they get older? How do you feel when someone trusts you to do an important job and you have done it well? 								
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS						
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK		
<p>1. The student will identify at least one career that matches his/her interests.</p>		<p>CD.7.A.05: Compare interests and strengths with those of workers in the global community.</p>		<p>W.5.1 W.5.2 W.5.4 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.3 SL.5.4 SL.5.5</p>	<p>CD A: Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.</p>	<p>DOK Level – 3</p>		
		<p>CD.7.B.05: Describe occupational changes that have occurred over time within the six career paths.</p>		<p>L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6</p>			<p>CD C: Students will understand the relationship between personal qualities, education, training and the world of work.</p>	<p>DOK Level - 3</p>
		<p>CD.7.C.05: Describe the contributions of a variety of jobs in the community.</p>						<p>DOK Level - 4</p>

<p>2. The student will interview one worker, share this interview with others, and write a paragraph reporting the findings.</p>	<p>CD.7.A.05 CD.7.B.05 CD.7.C.05</p>		<p>W.5.1 W.5.2 W.5.4 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.3 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6</p>	<p>CD A CD C</p>	<p>DOK Level – 3 DOK Level - 3 DOK Level - 4</p>
<p>3. The student, as a member of a group, will identify five jobs with a least one change over the last ten years.</p>	<p>CD.7.A.05 CD.7.B.05 CD.7.C.05</p>		<p>W.5.1 W.5.2 W.5.4 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.3 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6</p>	<p>CD A CD C</p>	<p>DOK Level – 3 DOK Level - 3 DOK Level – 4</p>
<p>ASSESSMENT DESCRIPTIONS*: The student will compare/contrast <i>Where Do I Fit Activity Sheet</i> of working conditions completed in grade 4 with grade 5 <i>Where Do I Fit Activity Sheet</i>. The student will interview a worker and complete <i>How Times Have Changed Activity Sheet</i> regarding how the worker’s job(s) has changed over the past 10 years, and whether those changes have benefited him/her. The student will write a paragraph explaining his/her findings in relation to the worker’s future.</p>					
<p>Obj. #</p>	<p>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</p>				
	<p><input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential</p>				

	<input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1	See Lessons:				
2	Lesson 1: Where do I fit now? Have I changed?				
3	Lesson 2: Back in the "Old Days"				
	Lesson 3: How Times Have Changed				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1	See Lessons:				
2	Lesson 1: Where do I fit now? Have I changed?				
3	Lesson 2: Back in the "Old Days"				
	Lesson 3: How Times Have Changed				
	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. 1,3) <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 3)	Indirect: <input checked="" type="checkbox"/> Problem Solving (Ls. 1,3) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input checked="" 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	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 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 type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 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 checked="" type="checkbox"/> Interviewing (Ls. 2) <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					

<p>Unit #1 Title: It’s Magic! Understanding the Roles, Responsibilities and Requirements of Workers in Various Careers</p>	<p>Grade Level: 5</p>
<p>Number of Lessons in Unit: 2</p>	
<p>Required: 2-30 min. sessions</p>	
<p>Best time of year to implement this Unit: Anytime</p>	
<p>Lesson Titles:</p>	
<p>Lesson #1: Career Magic (Part 1)</p>	
<p>Material/Special Preparation Needed</p>	
<p>Magic Wand; Magic Hat or Box</p>	
<p>Resource: <i>Career Paths Strips</i> (Master Copy)</p>	
<p>Activity sheet: <i>Career Graphic Organizer</i> (copies for students);</p>	
<p>Whiteboard, smart board, or other means of visual display</p>	
<p>Lesson #2: Career Magic (Part 2)</p>	
<p>Material/Special Preparation Needed</p>	
<p>Magic Wand; Magic Hat or Box</p>	
<p>Activity sheets: <i>Career Graphic Organizer</i> (from Lesson 1); Activity sheet: <i>A Comparison of the Similarities and Differences Among Careers</i></p>	
<p>Whiteboard, smart board, or other means of visual display</p>	
<p>Missouri Comprehensive Guidance and Counseling Big Idea:</p>	
<p>CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education</p>	
<p>Grade Level Expectations (GLEs):</p>	
<p>CD.8.A.05: Compare and contrast the roles and responsibilities of workers within the six career paths. (DOK Level - 3)</p>	
<p>CD.8.B.05: Compare and contrast the training and educational requirements for a variety of careers. (DOK Level - 3)</p>	
<p>American School Counselor Association (ASCA) National Standard:</p>	
<p>Career Development:</p>	
<p>A. Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.</p>	

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	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

Unit Essential Questions:

How do training and skills affect a person’s role and responsibilities in the community?

Unit Measurable Learning Objectives:

The student will compare and contrast the roles and responsibilities of two careers through use of a graphic organizer.
The student will compare and contrast the training and educational requirements for two careers through use of a graphic organizer.

Unit Instructional Strategies/Instructional Activities:

Direct (Compare & Contrast, Guided & Shared-Reading, Listening, Viewing, Thinking)
 Indirect
 Experiential
 Independent Study (Journal)
 Interactive Instruction (Cooperative Learning)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Summative Assessment:
 Students will gather information about the roles, responsibilities, skills and training/education requirements of workers. The information gathered will be placed in a graphic organizer chart and then analyzed to identify the similarities and differences in the careers. Within each team, individual members will gather data, which will then be grouped with the data gathered by the other team members. The grouped data will be analyzed to identify patterns, similarities and differences among the roles, responsibilities, skills and post-secondary education/training requirements. Results will be presented in a visual form of the team members’ choice (e.g., a T-Chart or other graphic organizer).

Brief Summary of Unit:

In Grade 5, students will learn about the similarities and differences in the roles, responsibilities, skills, and training requirements (post-secondary training and education) of workers in different career paths. Students will demonstrate this understanding through a chart and activity sheets.

The 5th grade Unit builds on the knowledge, skill and understanding developed in the K-4 Career Development Units. In this unit, students have an opportunity to become a social researcher and gather data about work and workers and to collaborate with other team members to analyze the data.

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

Kindergarten: Work roles and responsibilities of family members;

First Grade: Work roles, responsibilities and skills of school workers,

Second Grade: Work roles, responsibilities, skills of community workers,

Third Grade: Work roles, responsibilities, skills and academic knowledge of workers whom students selected to interview.

Fourth Grade: Work roles, responsibilities, skills, and post-secondary training/education required.

In addition, students are expected to have prior knowledge of the Career Path concept and the names/characteristics of careers in each Career Path (see resources for fourth grade units, especially the Career Path Mini-Poster).

Unit #1 Title: It’s Magic! Understanding the Roles, Responsibilities, and Requirements of Workers

Lesson Title: Career Magic (Part 1) **Lesson #** 1 of 2

Grade Level: 5

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.05: Compare and contrast the roles and responsibilities of workers within the six career paths.

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)

Material/Special Preparation Needed Magic Wand; Magic Hat or Box Resource: <i>Career Paths Strips</i> (Master Copy) Activity Sheet: <i>Career Graphic</i> Organizer (copies for students) Dry erase board, smart board, chart paper, or other visual media
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Show Me Standards: Performance Goals (check one or more that apply)

<input checked="" type="checkbox"/>	Goal 1: Gather, analyze and apply information and ideas
<input checked="" type="checkbox"/>	Goal 2: Communicate effectively within and beyond the classroom
<input checked="" type="checkbox"/>	Goal 3: Recognize and solve problems
<input checked="" type="checkbox"/>	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)
<input checked="" type="checkbox"/> Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
<input type="checkbox"/> Mathematics	
<input type="checkbox"/> Social Studies	
<input type="checkbox"/> Science	
<input type="checkbox"/> Health/Physical Education	
<input type="checkbox"/> Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will compare and contrast the roles and responsibilities of two careers by using a graphic organizer.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
 The students will gather information about the roles, responsibilities, skills and training and education requirements of workers. The information gathered will be placed in a graphic organizer chart and then analyzed (during lesson 2) to identify the similarities and differences in the careers. Within each team, members will analyze the information each member gathered to identify similarities and differences of the roles, responsibilities, skills and post-secondary education and present it on a T chart (Activity sheet 2).

Lesson Preparation

Essential Questions: How do training and skills affect a person’s roles and responsibilities in the community?

Engagement (Hook):
 Copy the resource, *Career Path Strips*. Cut the strips apart, and put the strips into the Magic Hat or box, or write the names of the Career Paths along with examples of careers in each path on slips of paper and place into a hat or box. Tell students that magic can happen when people find the work they enjoy. Then, wave your magic wand with great enthusiasm and say: “Hocus Pocus, what career path am I in today?” Pull one Career Path slip out of the hat or box. Example: “Hi! My name is Chris Carpenter. I work for Carpentry, Inc. I make cabinets, install them, and fix wooden furniture. I follow plans and blueprints. I build safe and durable products.” Pull Tony Teacher’s slip out of the hat/box. How are Tony Teacher’s roles and responsibilities different?

Procedures

<p>Instructor Procedures/Instructional Strategies: <u>NOTE:</u> For this strategy, you will need display or project the <i>Career Graphic Organizer</i>.</p> <p>1. After the “hook,” encourage students to respond. Discuss with the class the similarities and differences between Tony Teacher’s career and Chris Carpenter’s career. List the responses on the <i>Career</i></p>	<p>Student Involvement/Instructional Activities:</p> <p>1. Possible responses: Teachers instruct students, write lessons, grade papers, assign work, assign grades, go to meetings, write on the chalkboard, etc.</p>
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<p><i>Graphic Organizer</i> on display. Begin with Tony Teacher as Career One and list her Roles, Responsibilities, Skills, and Training and Education; Repeat process with Chris Carpenter. After completing the list ask students to talk with a partner to identify the similarities in Chris’ and Tony’s roles, responsibilities, skills and necessary training and education.</p> <ol style="list-style-type: none"> 2. Tell students that the task in this Unit is to compare and contrast roles, responsibilities, skills and training/education of different careers. What does “compare” mean? What does <u>contrast</u> mean? What does <u>compare and contrast</u> mean? Today we will be comparing and contrasting the roles and responsibilities of two careers. 3. Remind students that roles and responsibilities may be similar or different depending upon the careers. Are there similarities that <u>all</u> occupations have in common? Are there ways specific occupations are different from all other occupations? 4. Divide the class into six groups. Distribute the names of 2 career paths and the activity sheet <i>Career Graphic Organizer</i> to each group. As you are distributing the materials to each group, ask students to think for a minute about the many careers in each path. If they were counting, which career path would have the most occupations? What causes the difference in numbers of occupations in each Career Path? 5. Tell students to write the names of the two careers their group identified in the header row (row one) of columns 2 and 3 of the activity sheet <i>Career Graphic Organizer</i>. Each group will complete the 2nd and 3rd columns of the graphic organizer for roles, responsibilities, skills of the two careers. Training/Education will be discussed in 	<ol style="list-style-type: none"> 2. Students actively engage in the conversation about the meanings of the terms compare, contrast, and compare and contrast. 3. Students answer the questions. 4. When groups receive their assigned career paths (2 per group) group members will identify one career to explore in each of those career paths. 5. Students will add information to complete the roles, responsibilities, skills rows for the 2nd and 3rd columns of the activity sheet.
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<p>Lesson 2.</p> <p>6. After identifying and listing the roles, responsibilities, and skills in the appropriate rows on the activity sheet, students will study the data and identify similarities and differences between the two careers in roles, responsibilities, and skills.</p> <p>7. Collect the graphic organizers and save for the next lesson. Close this lesson by reminding students that during the second lesson, they will be completing their career graphic organizers.</p>	<p>6. In the 4th and 5th columns, students will identify and list the similarities and differences between the careers.</p> <p>7. Students give their group's graphic organizers to counselor.</p>
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Teacher Follow-Up Activities

During instruction, discuss the roles and responsibilities for careers related to the teacher's content area.

Counselor reflection notes (completed after the lesson)

COUNSELOR RESOURCE: CAREER PATH STRIPS (MASTER COPY)

Cut apart the Career Path strips. Give one “career strip” to each small group. Group members will generate the names of more occupations than are suggested on the “career strip.” They will write or represent occupations through pictures on the poster board chart and then write skills, knowledge or concepts they are currently learning (or have learned in the past) to go with each occupation. Encourage students to think beyond “arithmetic” or “reading” to the application of their current learning. For example, a newspaper editor has to be able to read for detail to determine if a story will make sense to the reader.

Creative Path

(Arts and Communications)

museum curator, investigative reporter actor, radio and TV broadcast journalist, newspaper journalist, set designer, cartoonist, greeting card designer

Can you think of other workers who create as a part of their work?

Nature

(Natural Resources)

Zoo keeper, horticulturist, park ranger, dairy farmer, conservation agent, cattle farmer, geologist, florist, landscape designer; environmental researcher, forester

Now, you name some workers who like to work with our natural resources.

Fixing, Building and Technology

(Industrial and Engineering Technology)

construction worker, auto mechanic, architect, brick layer, software designer, electrical contractor, entrepreneur, industrial engineer

Name at least one other worker who likes to make things?

Business Path

(Business Management and Technology)

administrative assistant, entrepreneur, certified public accountant, restaurant manager, Chief Executive Officer (CEO), instructional technology specialist

What business management and technology workers have to be organized in their work?

Health Path

(Health Services)

physician, nutritionist, veterinarian, radiologist, pharmacist, dentist, emergency room technician, school nurse

There are many other health-related workers. Can you name 3 others?

Helping Path

(Human Services)

teacher, custodian, restaurant server, law enforcement officer, social worker, tour guide, school counselors, ministers

What human services workers have helped you recently?

Counselor/Teacher Resource

Career Graphic Organizer

(Make this page into a large chart, or project it so the class can see it in use)

	Career 1	Career 2	Similarities	Differences
Roles				
Responsibilities				
Skills				
Training & Education				

Student Activity Sheet

NAME: _____

Career Graphic Organizer

The career I chose to study is:	
Roles	
Responsibilities	
Skills	
Training & Education	

Unit #1 Title: It’s Magic: Understanding the Roles, Responsibilities, and Requirements of Workers

Lesson Title: Career Magic (Part 2) **Lesson:** 2 of 2

Grade Level: 5

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.05: Compare and contrast the training and educational requirements 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)

Material/Special Preparation Needed
 Magic Wand; Magic Hat or Box
 Activity sheets: *Career Graphic Organizer* (from Lesson 1); *A Comparison of the Similarities and Differences Among Careers*; *I Can Perform Magic in MY Life!*
 Dry erase board, smart board, chart paper, 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
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
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives

The student will compare and contrast the training and educational requirements for two careers by using a graphic organizer.

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 gather information about the roles, responsibilities, skills and training and education requirements of workers. The information gathered will be placed in a graphic organizer chart and then analyzed to identify the similarities and differences in the careers. Within each team, members will analyze the information each member gathered to identify similarities and differences of the roles, responsibilities, skills and post-secondary education and present it on a T chart (Activity sheet: *A Comparison of the Similarities and Differences Among Careers*).

Lesson Preparation

Essential Questions: How do training and skills affect a person’s role and responsibilities in the community?

Engagement (Hook): Return with the **Magic Hat or Box**, pull out the bundle of activity sheets from the previous lesson. Say, “In today’s lesson, we are going to continue to look at the magical world of careers.”

Procedures

Instructor Procedures/Instructional Strategies:
You will use the *Career Graphic Organizers* begun in Lesson 1 for this lesson.

1. After the “hook,” discuss with the class the meaning of similarities and differences. Review the concepts of compare and contrast, and then distribute the *Career Graphic Organizers* from Lesson 1.
2. Remind students that our task today is to compare and contrast training and education of the careers that you worked on during the previous lesson. Reinforce that training and education may be similar or different with different careers.

Student Involvement/Instructional Activities:

1. Students will describe and explain the meaning of similarities and differences – encourage students to expand their thinking beyond explanation and description (e.g., something that’s different, isn’t always different).
2. Students will contribute ideas about what they have observed workers doing that make them similar to and different from each other.

<p>3. Divide the class into the same groups they were in for the previous lesson. Return each group's <i>Career Graphic Organizer</i> and instruct the group members to complete the training and education row for the 2 careers they chose during the last lesson.</p> <p>4. When each group completes the <i>Career Graphic Organizer</i> students will analyze the data and complete the activity sheet, <i>A Comparison of the Similarities and Differences Among Careers</i>, summarizing the results of their study.</p> <p>5. Each group will report one finding of the second part of their study (T-Chart summation) to the whole class.</p> <p>6. <u>Unit Closure</u>: Students will write a letter to themselves. The letter will summarize the competence they have gained as a result of participation in the K-5 CG 8 classroom guidance experiences. (See activity sheet: <i>I Can Perform Magic in MY Life!</i>)</p>	<p>3. Each group will complete the Career Graphic Organizer for the two careers they chose during the previous lesson:</p> <p>4. Students complete graphic organizers and present findings to the class.</p> <p>5. Students will report their findings to the class by using a graphic representation of their chosen career.</p> <p>6. Students will write a letter to themselves highlighting what they have learned about themselves, as well about finding and using information about the world of work and post-secondary training/education. Letters will be placed in their portfolios for safekeeping and will be reviewed, rethought, revised, and/or refined next year.</p>
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Teacher Follow-Up Activities

During instruction, discuss the training and education for careers related to this content area.

Counselor reflection notes (completed after the lesson)

ACTIVITY SHEET: I Can Perform Magic in MY Life!

I. M. Magic
1 My Life Lane
Itsmylife, MO 56789
5th Grade Year

Dear Self,

****WoW**** Here we are – fifth grade this year ... and on to sixth grade and Middle School next year – and then – like magic – High School Graduation! The time has flown and I have learned about many people, places and things. One magical place I have learned about is the ****WoW**** of people’s lives! The **World of Work** is that magical place! A magical place where everyone is important! ****WoW**!** A magical place where everyone can be happy!! ****WoW**** The secret (a lot of people don’t know this) is that EVERY person can perform magic in his or her own life – even I! All it takes, (according to a man named Frank Parsons who wrote about ****WoW**** in the late 19th and early 20th centuries) is to have knowledge about myself, knowledge about the world of work and workers and, as a result of the first two, the understanding and skills to make decisions about my special place in the ****WoW**** – just like that – Magic!

I want ****WoW**** in my life! It’s important, Self, to remember what I have learned about performing magic in MY life! I want to remember:

I. About Me

II. About finding and using Career Information:

III. About Education and Training for careers:

IV. About Planning:

The most important thing for me to remember is:

In order to perform magic in my life...I have to take action!!!

Let’s DO IT!!

Me

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.

<p>UNIT DESCRIPTION: It’s Magic! Understanding the Roles, Responsibilities and Requirements of Workers in Various Careers</p> <p>In Grade 5, students will learn about the similarities and differences in the roles, responsibilities, skills, and training of workers (on-the-job training, apprenticeships, military, tech schools, community college, four-year college) in different career paths. Students will demonstrate this understanding through charts and activity sheets.</p> <p>The 5th grade unit builds on the knowledge, skill, and understanding developed in the K-4 Career Development units. In this unit, students have an opportunity to become a social researcher and gather data about work and workers, and to collaborate with other team members to analyze the data.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons</p> <p>CLASS PERIOD (min.): 30 minutes each</p>				
<p>ESSENTIAL QUESTIONS:</p> <p>1. How do training and skills affect a person’s role and responsibilities in the community?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
<p>1. The student will compare and contrast the roles, responsibilities, training, and education of two careers through use of a graphic organizer.</p>		<p>CD.8.A.05: Compare and contrast the roles and responsibilities of workers within the six career paths.</p> <p>CD.8.B.05: Compare and contrast the training and educational requirements for a variety of careers.</p>		<p>RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6</p>	<p>CD A. Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.</p>	<p>DOK Level-3</p>

ASSESSMENT DESCRIPTIONS*:					
Career Graphic Organizers (completed in groups), Letter to Self about the World of Work (placed in student's portfolio for future reference)					
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1	See Lessons: Lesson #1: Career Magic (Part 1) Lesson #2: Career Magic (Part 2)				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
	See Lessons: Lesson #1: Career Magic (Part 1) Lesson #2: Career Magic (Part 2)				
1	See Lessons: Lesson #1: Career Magic (Part 1) Lesson #2: Career Magic (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 type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2)	Indirect: <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	Experiential: <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input 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 checked="" type="checkbox"/> Journals (Ls. 2) <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 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 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: (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: Let's Investigate

Grade Level: 5

Number of Lessons in Unit: 2

Time Required for each lesson: 45 minutes

Best time of year to implement this Unit: Any time after first quarter

Lesson Titles:

Lesson 1: Career Investigators

Materials/Special Preparations Required:

Access to the *Occupational Outlook Handbook (online version)*, the *GOALS Toolkit*, Missouri Connections online resource, or other career information resources.

Activity Sheet: *Career Paths: Working Together in Our Community*

Activity Sheet: *Career Investigation*

Sample Career Cards

Lesson 2: Putting the Clues Together—Jonny's Portfolio

Materials/Special Preparations Required:

Example materials for Jonny/Jenny Jones

File folders for example materials

Activity Sheet: *How Did Jonny Do?*

Folders for students

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

CD.9: Applying skills for career readiness and success

Grade Level Expectations (GLEs):

CD.8.A.05: Compare and contrast the roles and responsibilities of workers within the six career paths. (DOK Level - 3)

CD.8.B.05: Compare and contrast the training and educational requirements for a variety of careers. (DOK Level - 3)

CD.9.A.05: Apply personal, ethical, and work habit skills needed for success in any school or work environment. (DOK Level - 4)

CD.9.B.05: Identify the skills needed to develop a portfolio. (DOK Level - 1)

American School Counselor Association (ASCA) National Standard:

Career Development

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

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

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

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

X	Goal 1: Gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate 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 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 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

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

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

Unit Essential Questions:

What are the roles and responsibilities of workers from the different career paths?
 In what way are those roles/responsibilities alike? Different?
 What education is needed for workers, who pursue a specified career?
 What are personal, ethical, and work habit skills that students can develop and/or improve upon?
 What do the materials in your portfolio say about you?

Unit Measurable Learning Objectives:

The student will compare and contrast the roles and responsibilities of workers within the six career paths through group activity.

The students will compare and contrast the training and educational requirements for a variety of careers.

The students will apply personal, ethical, and work habit skills needed for success in any school or work environment.

The student will identify and apply the skills needed to develop a portfolio.

The student will demonstrate understanding by compiling a personal portfolio that incorporates materials discussed during the unit lessons.

Unit Instructional Strategies/Instructional Activities:

Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)

Indirect (Writing to Inform)

Experiential

Independent study (Research Projects)

Interactive Instruction (Cooperative Learning)

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

The student will demonstrate an understanding of personal, ethical, and work habit skills through group discussion.

The student will demonstrate an understanding of the materials commonly stored in a personal portfolio.

Brief Summary of Unit:

The first lesson allows students an opportunity to learn about careers within the career paths and to discover that many occupations have commonalities.

During the second lesson, students will review a sample portfolio put together by Jonny Jones. Students will make judgments about Jonny's personal, ethical, and work skills based on the materials in the portfolio. At the conclusion of the lesson, students will begin gathering items to include in their own portfolios.

What prior knowledge do students need to be successful in this unit?

Students need to have an understanding of personal, ethical, and work skills.

Unit #1 Title: Let's Investigate	
Lesson Title: Career Investigators	Lesson: 1 of 2
Grade Level: 5	
Length of Lesson: 45 minutes (this lesson may require two sessions, depending on the group)	
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.05: Compare and contrast the roles and responsibilities of workers within the six career paths. CD.8.B.05: Compare and contrast the training and educational requirements for a variety of careers.	
American School Counselor Association (ASCA) National Standard: Career Development B: Students will employ strategies to achieve future career goals with success and satisfaction	

Materials (include activity sheets and/ or supporting resources)

Access to the <i>Occupational Outlook Handbook (online version)</i> , the <i>GOALs Toolkit</i> , Missouri Connections online resource, or other career information resources. Activity Sheet: <i>Career Paths: Working Together in Our Community</i> Activity Sheet: <i>Career Investigation</i> <i>Sample Career Cards</i>
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Show Me Standards: Performance Goals (check one or more that apply)

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

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

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

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 The student will compare and contrast the roles and responsibilities of workers within the six career paths through group activity.
 The students will compare and contrast the training and educational requirements for a variety of careers.

Lesson Formative Assessment (acceptable evidence):

The student will share the results of his/her research by describing what the worker does and by contributing to the class activity.

Lesson Preparation

Essential Questions:
 What are the roles and responsibilities of workers from the different career paths?
 In what way are those roles/responsibilities alike? Different?
 What education is needed for workers, who pursue a specified career?

 NOTE: The counselor may need to enlist the assistance of a classroom teacher or other adult with this lesson.

Engagement (Hook): “I have a deck of cards with me, but these are not typical playing cards.”

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Pair each student with a partner. “When you and your partner get a card, try to keep the career a secret from the other groups. We will reveal that information later in our activity.” 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students will follow instructions.
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<p>Pass out cards – one per pair. The cards may be color-coded to match the various career paths.</p> <p>NOTE: Samples are included with this lesson, but the counselor may tailor this activity to the other resources he/she has available.</p> <p>2. Give one copy of the <i>Career Paths</i> information to each pair of students for reference. Review the information regarding the career paths. “Talk with your partner and decide which career path goes with your career. Do you have enough information to decide?”</p> <p>3. Present students with the <i>Career Investigation</i> activity sheet - one per student team.</p> <p>“You and your partner are going to be detectives. Your job is to find information about the career that you have been given.” Give students instructions on how they are to complete the activity sheet. Students may need explanation regarding some of the terms, such as <i>on-the-job training, apprenticeship, trade/technical education, and seasonal employment.</i></p> <p>Distribute materials to students or have them go to the online resource to begin their investigation.</p> <p>4. “You have been investigating a career. Now we will hear from each of the groups. What is the name of the career? What is the career path? What does the worker do?”</p> <p>5. “We have a lot of careers that we have studied. Now we are going to discover how they are alike and how they are</p>	<p>2. Students will ask questions as needed. Students will determine whether they have enough information.</p> <p>3. Students will summarize what the worker does. They will circle those descriptors that apply to the occupation they are investigating.</p> <p>4. Each student team will report on the information gathered from their investigation.</p> <p>5. Students will move to designated areas in response to prompts from the counselor.</p>
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<p>different.” Designate corners of the room to allow student teams to “vote with their feet.”</p> <p>6. “Move to ___ if your career does not require a high school diploma.”</p> <p>“Move to ___ if your career requires a high school diploma.”</p> <p>“Does the career involve on-the-training or apprenticeship? Move to ____.”</p> <p>“Does your career require trade or technical education? Move to ____.”</p> <p>“If your job requires a college degree, move to ____.”</p> <p>Once the groups have sorted themselves out, ask them to identify the career and compare the number of careers and career paths that are represented. Did members of the same career path end up in the same group?</p> <p>Continue this process for the next three categories. The counselor may break down the larger categories into smaller parts to make the sorting process more manageable. Such as, working in the city compared to working in the country.</p> <p>7. What are some ways that jobs in careers paths can be the same? How are they different? What else did you learn today?</p>	<p>6. Students will move to the designated areas as the descriptors are called, which correspond to the career that they have investigated.</p> <p>7. Students respond.</p>
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Teacher Follow-Up Activities

Teacher will review students’ activity sheets and may need to allow time for completion before the next session.

Counselor reflection notes (completed after the lesson)

Sample Career Cards

Professional Athlete	Graphic Artist
Advertising Sales Manager	Personal Financial Advisors
Civil Engineer	Construction Equipment Operator
EMT or Paramedic	Chiropractor

Agricultural & Food Scientist	Conservation Agent
Event Planner	Childcare Worker

Human Services: Event Planner	Childcare Worker
Agriculture/Natural Resources: Agricultural & Food Scientist	Conservation Agent
Health Services: EMT or Paramedic	Chiropractor
Industrial Engineering & Technology Construction Equipment Operator	Civil Engineer
Business Management & Technology Advertising Sales Management	Personal Financial Advisors
Arts & Communication Professional Athlete	Graphic Artist

Career Paths: 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/Technology Path (Industrial & Engineering Technology)

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



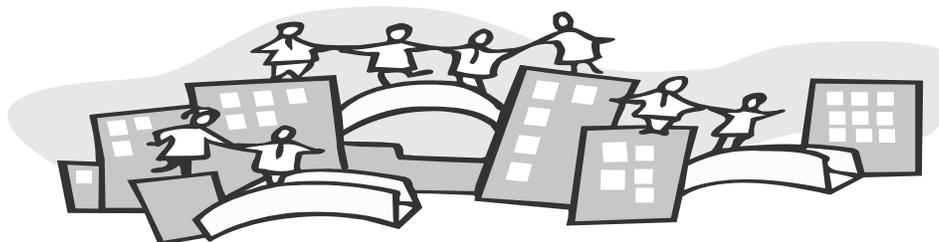
Helping Path (Human Services)

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



Health Path (Health Services)

People who like to care for animals and people



Career Investigation

Career

Career Path

What they do: _____

Circle the statements that describe the job you are researching.

Education required:

no high school diploma	high school diploma
on-the-job training	trade or technical education
apprenticeship	college degree

Work conditions:

works mainly in the city	works mainly in the country
works inside	works outside
works in an office	work that involves traveling
works alone	works with other people
works in a safe place	works in a dangerous place

Work hours:

part-time (less than 40 hrs/wk)	seasonal (work hours vary widely)
full-time (40 hrs/wk)	works overtime (more than 40 hrs/wk)

Median Pay:

less than \$10,000/year	\$10,000 to \$30,000/year	\$30,000 to \$60,000/year
\$60,000 to \$90,000/year	\$90,000 to \$120,000/year	more than \$120,000/year

Unit #1 Title: Let’s Investigate

Lesson Title: Putting the Clues Together-- Jonny’s Portfolio

Lesson: 2 of 2

Grade Level: 5

Length of Lesson: 45 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:

CD.9: Applying skills for career readiness and success

Grade Level Expectations (GLEs):

CD.9.A.05: Apply personal, ethical, and work habit skills needed for success in any school or work environment.

CD.9.B.05: Identify the skills needed to develop a portfolio.

American School Counselor Association (ASCA) National Standard:

Career Development

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

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

Materials (include activity sheets and/ or supporting resources)

Example materials for Jonny/Jenny Jones
 File folders for example materials
 Activity Sheet: *How Did Jonny Do?*
 Folders for students

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

X	Goal 1: Gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

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	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives

The students will apply personal, ethical, and work habit skills needed for success in any school or work environment.
 The student will identify and apply the skills needed to develop a portfolio.
 The student will demonstrate understanding by compiling a personal portfolio that incorporates materials discussed during the unit lessons.

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 demonstrate an understanding of personal, ethical, and work habit skills through group discussion.
 The student will demonstrate an understanding of the materials commonly stored in a personal portfolio.

Lesson Preparation

Essential Questions:
 What are personal, ethical, and work habit skills that students can develop and/or improve upon?
 What do the materials in your portfolio say about you?

Engagement (Hook):
 The counselor comes into the classroom, looking somewhat harried and distracted. “Students, I have so much to do today. One of my students has asked me to check through his portfolio and let me know what I think about his work so far. I would really appreciate your help with this project.”

NOTE: Before the lesson, prepare portfolios with cut out materials from Jonny Jones. Crumple up one of the papers, and flatten it out so that the paper is creased.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. Divide students into work groups of three to four students each. Give each group a folder, containing the materials for Jonny/Jenny Jones.</p> <p>“Jonny and Jenny Jones are twins in the fifth grade. <i>Jonny</i> has brought his portfolio folder in for me to review. A portfolio is a folder, binder, or other file that holds a collection. A student portfolio should contain examples of materials that would give someone an idea of what type of student and worker Jonny is.”</p> <p>2. “Our job today is to review the materials in Jonny’s portfolio and decide what story his papers would tell us, if we were thinking about hiring him for an after-school job. A form is enclosed in Jonny’s folder, so that you can take notes on your findings.”</p> <p>Check for understanding, then have students begin task.</p> <p>3. Once students have completed the task, they will discuss their findings with the class. There may be some disagreement among the groups, such as, was <i>Jenny’s</i> award placed in <i>Jonny’s</i> portfolio by mistake? Or did Jonny take her award?</p> <p>4. Once discussion is complete, review the items commonly found in portfolios. Distribute folders for students to use to begin compiling their own personal portfolios. Designate an area, either in the classroom or the counselor’s office where files will be stored, yet students can still have access.</p>	<p>1. Students will move into work groups and listen to the story of Jonny.</p> <p>2. Students will then complete the activity sheet, <i>How Did Jonny Do?</i>.</p> <p>3. Students will contribute to the discussion.</p> <p>4. Students will list possible items that they may want to place in their portfolios.</p>

Teacher Follow-Up Activities

Remind students that the portfolios are available for them to store copies of important documents.
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Counselor reflection notes (completed after the lesson)

How Did Jonny Do?

Most portfolios contain the following items. Does Jonny's portfolio contain these?
(Check off those you find.)

- Awards and certificates
- Honor Roll information
- Grade reports
- Career inventories and research
- Sample projects/papers

What story do Jonny's papers tell you?

Work Habits:

1. Is Jonny a careful worker? Yes No

What are your clues?

2. Do you think Jonny will show up to work every day? Yes No

What are your clues?

4. Do you think Jonny takes pride in his work and always tries his best? Yes No

What are your clues?

Personal Skills:

5. Do you think Jonny is a caring person? Yes No

What are your clues?

6. Do you think that Jonny always does the right thing? Yes No

What are your clues?

Ethical Skills:

7. Do you think Jonny is honest? Yes No

What are your clues?

8. Do you think Jonny can be trusted to finish a job? Yes No

What are your clues?

What advice would you give Jonny if he asked you for help?

NAME No name Jonny? GRADE 4

WHERE DO I FIT???

Fourth Grade Self-Assessment

Ever wonder what you'll do best when you grow up? Do you think about your skills and talents and which ones will lead you to a career? Learning about ourselves is very important as we make decisions about the future. On this Activity Sheet, mark a "Y" for yes, "N" for no, or "M" for maybe for each item. Make sure your answers are honest and meaningful.

1. Do you like to work with:
 - a. Y tools
 - b. Y animals
 - c. n science
 - d. n people
 - e. n numbers
 - f. n words
 - g. X machines
 - h. X musical instruments
 - i. m computers
 - j. n plants



2. Do you like to:
 - a. Y be outdoors
 - b. n be inside
 - c. Y move around a lot
 - d. Y stay in one place
 - e. Y be with other people
 - f. Y spend time alone
 - g. Y make/fix things
 - h. n talk to people



M My sister is stupid!

Missouri Comprehensive Guidance Programs: Linking School Success to Life Success
To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.

Johnny Jones

(C+)

What I Want to be when I Grow up

Incomplete
 ↳ A fire fighter 'CUZ they are cool! They get to wear special gear to keep them safe. My friend's dad works at the fire department. Sometimes we go see him if he's not busy, he lets us check out the trucks and stuff.

THIS AWARD IS PRESENTED TO:

JENNY JONES

FOR

PERFECT ATTENDANCE 1ST QUARTER

MARY LAMB - PRINCIPAL

1st Quarter Grade Report for:

Jonny Jones

Subject	Grade	Teacher Comment
Reading	B	
Language Arts	C	Late or Missing Assignments
Math	D	Late or Missing Assignments
Science	B	
Social Studies	B	

Attendance: 6 days missed out of 44 days possible

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: Let's Investigate The first lesson allows students an opportunity to learn about careers within the career paths and to discover that many occupations have commonalities. During the second lesson, students will review a sample portfolio put together by Jonny Jones. Students will make judgments about Jonny's personal, ethical, and work skills based on the materials in the portfolio. At the conclusion of the lesson, students will begin gathering items to include in their own portfolios.		SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 45 minutes each				
ESSENTIAL QUESTIONS: 1. What are the roles and responsibilities of workers from the different career paths? 2. In what way are those roles/responsibilities alike? Different? 3. What education is needed for workers, who pursue a specified career? 4. What are personal, ethical, and work habit skills that students can develop and/or improve upon? 5. What do the materials in your portfolio say about you?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will compare and contrast the roles and responsibilities of workers within the six career paths through group activity.		CD.8.A.05: Compare and contrast the roles and responsibilities of workers within the six career paths. CD.8.B.05: Compare and contrast the training and educational requirements for a variety of careers. CD.9.A.05: Apply personal,		RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	CD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. CD B: Students will employ strategies to achieve future career goals with success and satisfaction.	DOK Level - 3 DOK Level - 3 DOK Level - 4

		ethical, and work habit skills needed for success in any school or work environment. CD.9.B.05: Identify the skills needed to develop a portfolio.			CD C: Students will understand the relationship between training and the world of work.	DOK Level - 1
2. The students will compare and contrast the training and educational requirements for a variety of careers.		CD.8.A.05: CD.8.B.05 CD.9.A.05 CD.9.B.05		RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	CD A CD B CD C	DOK Level - 3 DOK Level - 3 DOK Level - 4 DOK Level - 1
3. The students will apply personal, ethical, and work habit skills needed for success in any school or work environment.		CD.8.A.05: CD.8.B.05 CD.9.A.05 CD.9.B.05		RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5	CD A CD B CD C	DOK Level - 3 DOK Level - 3 DOK Level - 4 DOK Level - 1

				L.5.6		
4. The student will identify and apply the skills needed to develop a portfolio.		CD.8.A.05: CD.8.B.05 CD.9.A.05 CD.9.B.05		RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	CD A CD B CD C	DOK Level - 3 DOK Level - 3 DOK Level - 4 DOK Level - 1
5. The student will demonstrate understanding by compiling a personal portfolio that incorporates materials discussed during the unit lessons.		CD.8.A.05: CD.8.B.05 CD.9.A.05 CD.9.B.05		RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	CD A CD B CD C	DOK Level - 3 DOK Level - 3 DOK Level - 4 DOK Level - 1
ASSESSMENT DESCRIPTIONS*:						
Students will have completed activity sheets indicating their career goals and plans for achieving those goals and present a project based on those goals.						

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2 3 4 5	See: Lesson 1: Career Investigators Lesson 2: Putting the Clues Together—Jonny’s Portfolio				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4 5	See: Lesson 1: Career Investigators Lesson 2: Putting the Clues Together—Jonny’s Portfolio				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input checked="" type="checkbox"/> Writing to Inform (Ls. 1,3) <input type="checkbox"/> Concept Formation (Ls. 2) <input type="checkbox"/> Concept Mapping <input checked="" type="checkbox"/> Concept Attainment (Ls.4) <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 checked="" type="checkbox"/> Computer Assisted Instruction (Ls. 3) <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input checked="" type="checkbox"/> Reports (Ls. 4) <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input checked="" type="checkbox"/> Research Projects (Ls. 1,2) <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory Groups <input 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: (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