Unit 1 Title: TEAMS: Together Everyone Assures My Success **Grade Level:** 6

Number of lessons in unit: 3 **Time required for each lesson:** 30 minutes

Best time of year to implement this unit: Fall, but could be any time.

Lesson Titles:

Lesson 1: Getting Caught in the Web

Materials/Special Preparations Required:

Large ball of yarn, scissors, soccer or similar-sized ball

Web Activity Reflection worksheet

Lesson 2: So Much To Do, So Little Time: How Do I Tie All of the Loose Ends Together?

Materials/Special Preparations Required:

How Do I Tie It All Together? activity sheet (counselor may want to project the activity sheet in larger form to work through with students)

Assessing My Time Management Skills assessment worksheet

Pencils, pens, or markers

Lesson 3: What Is Important to Me?

Materials/Special Preparations Required

What Is Important to Me? activity sheet

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.A.06: Identify individual strengths and areas for personal growth and good citizenship. (DOK Level -2)

PS.1.B.06: Identify and develop personal planning strategies to manage individual, family, and school responsibilities. (DOK Level - 3)

PS.1.C.06: Demonstrate skills needed to participate in team building. (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 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.

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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. 6. Identify tasks that require a coordinated effort and work with others to complete those tasks. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	4. Writing formally (such as reports, narratives, and essays) and informally (such as outlines, notes). 6. Participating in informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How do our actions affect those around us?
How do people manage their time to meet the expectations of those around them?
What is important in life?

Unit Measurable Learning Objectives:

The student will draw conclusions from the 'Web Activity' to complete the activity reflection worksheet.
The student will construct a daily schedule with obligations and leisure activities.
The student will reflect his/her understanding of how responsibility and time management skills are related by completing the *Assessing My Time Management Skills* Worksheet.
The student will discuss and compare five values that he/she considers important with a partner.
The student will share what he/she has learned about a partner's values.

Unit Instructional Strategies/Instructional Activities:

_X___ Direct (Structured Overview; Guided & Shared-reading, listening, viewing, thinking)
_X___ Indirect (Reflective Discussion; Concept Mapping; Concept Attainment)
_X___ Experiential (Games)
_X__ Independent Study (Learning Logs; Homework)

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_X___ Interactive Instruction (Brainstorming; Discussion; Think, Pair, Share; 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 demonstrate understanding of the skills needed to participate as a member of a team, family, school and community through group discussion and reflection activities.
Students identify and develop personal planning strategies to cope with the various demands placed upon them due to responsibilities and time constraints.
Students will identify personal values that are important to them, while recognizing the perspectives of others.

Brief Summary of Unit:
Students will participate in a web activity to understand the importance of relationships and how one's actions determine the strength of relationships. Students will brainstorm methods they use to keep up with individual, family, school and community responsibilities. Students will present information to partners and to the group about those things that they most value, using examples from the activity sheet.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
The counselor may need to review group discussion skills (such as respecting the rights of individuals to express ideas, disagreeing in an appropriate manner, etc). The third lesson incorporates the Think-Pair-Share technique, so the students may need to be coached on the purpose and desired outcome if they are not familiar with the concept.

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Unit 1 Title: TEAMS: Together Everyone Assures My Success

Lesson Title: Getting Caught in the Web **Lesson** 1 **of** 3

Grade Level: 6

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 Standards (GLEs):
PS.1.B.06: Identify and develop personal planning strategies to manage individual, family, and school responsibilities.
PS.1.C.06: Demonstrate skills needed to participate in team building.

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)

A large ball of yarn, a pair of scissors, soccer or similar-sized ball, *Web Activity Reflection* worksheet

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

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 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. 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will draw conclusions from the "Web Activity" to complete the activity reflection worksheet.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will participate in a group activity. Students will respond to counselor questions while participating in the activity. Once the activity is completed, students will complete a writing assignment reflecting on their thoughts, feelings, and impressions during the exercise.

Lesson Preparation

Essential Questions: How can a person's actions effectively contribute to their community?

Engagement (Hook): Participation in the web (see directions in the Procedures/Instructional Strategies Section)

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. The counselor relates the following instructions: "We are going to start with (student name). This person will hold the loose end of the ball of yarn, and then toss the ball to someone else in the group. This person in turn will hold on to the string and throw the ball to someone else. You can throw the ball to anyone in the group, except the person to your immediate right	1. All students are to gather in a circle for this activity. Beginning with the first student, the ball of yarn is tossed around the group to form a giant web.

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or left.”	
2. Once the web is formed, the counselor clips the ball of yarn away from the web. The counselor asks the students to hold the web tightly enough that it can support a soccer ball, which is placed in the middle of the web. The group’s job is to keep the ball from falling through the web.	2. Students work together to keep the ball balanced in the web.
3. The counselor then asks one student to drop his/her hold on the web.	3. One student drops his/her part of the yarn, and other students have to take up the slack and keep the ball from falling.
4. The counselor then asks two more students to drop their hold on the yarn.	4. The two students in question loosen their hold on the yarn. The other students will continue to take up the resulting slack.
5. The counselor should consider the names of the students who make up the group. Choose an initial that will constitute a greater portion of the students. For example, “If your name begins with the letter J, drop your hold on the yarn.”	5. Once the other students drop the yarn, the remaining students will have difficulty maintaining control of the web and the soccer ball.
6. Finally, ask all the students to drop the yarn, leaving the collapsed web in the middle of the group. Have the students sit around the web in a circle on the floor to begin discussion. Possible questions for the students in the group: • To the group: When the first student dropped the yarn, how hard was it to take up the slack? • To the first student to drop the yarn: How did you feel when you first dropped the yarn? How did you feel as everyone else was still participating, and you weren’t part of the group? • To the group: How did those of you who had to take up the slack feel as the others dropped out? How many of you wanted the chance to drop out as the job got harder? • To the group: This yarn web is an analogy for what we have to do in life	6. Students will participate in the group discussion.

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to be part of a team. Can you explain how this web activity relates to being part of a team? • To the group: Other than a sports team, where else are you part of a group in which you expected hold up your 'end of the yarn? (Examples might include family, friendships, classroom, and school.) As the students offer their suggestions, discuss how they are expected to hold their end of the yarn. What are their responsibilities to themselves and to those within each of those groups? • To the group: Now that everyone has dropped the web, what has happened to the shape? Can we get the shape and strength of the web back? What does that say about our relationships within the groups we find ourselves? If we try to pick up the web from the floor and use it again, what will happen? How does this relate to restoring damaged or broken relationships? When is it easiest to fix the web? How does this apply to our relationships?	
7. Have students complete the *Activity Reflection Sheet*.	7. Students complete the *Web Activity Reflection.*

Teacher Follow-Up Activities

When working in groups, the teacher can use the web analogy to encourage students to work cooperatively and to put their best effort into the process.

Counselor reflection notes (completed after the lesson)

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Web Activity Reflection

NAME:_____

Take a moment to think back on the activity we just completed. Mention feelings, thoughts and concerns you may have had while doing the activity.

1. How did you feel when either you or someone else had to let go of their string?

   _____

   _____

   _____

   _____

2. If you were one who was asked to let go of the string, how did it feel to be removed from the "community" of students who were still participating?

   _____

   _____

   _____

3. What did you learn about yourself by doing the activity? What did you learn about other students? Did the group work well together? Did members respect each other's ideas and allow everyone to suggest ideas? Were there members who dominated the group?

   _____

   _____

   _____

   _____

   _____

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Unit 1 Title: TEAMS: Together Everyone Assures My Success

Lesson Title: So Much to Do, So Little Time: How Do I Tie All of the Loose Ends Together?

Lesson 2 **of** 3

Grade Level: 6

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.B.06: Identify and develop personal planning strategies to manage individual, family, and school responsibilities.
PS.1.C.06: Demonstrate skills needed to participate in team building.

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)

How Do I Tie It All Together? activity sheet (counselor may want to project the activity sheet in larger form to work through with students)
Assessing My Time Management Skills assessment worksheet
Pencils, pens, or markers

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

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	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.

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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	4. Writing formally (such as reports, narratives and essays) and informally (such as outlines, notes)
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will construct a daily schedule with obligations and leisure activities.
The student will reflect his/her understanding of how responsibility and time management skills are related by completing the *Assessing My Time Management Skills* Worksheet.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will complete a weekly schedule and answer questions regarding responsibilities and time-management.

Lesson Preparation

Essential Questions: How do people manage all the responsibilities of their life roles? How can a person's actions contribute to the community?

Engagement (Hook):
Say, "Previously we discussed the ways in which we are part of various groups: family, friends, teams, clubs, classrooms, etc. How do we tie up any loose ends that might cause us stress as we try to keep our relationships together?"

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Review web activity from Lesson 1. Discuss all the groups with which the student may be involved, such as family, friends, teams, clubs, classes, etc.	1. Students will participate in small group (no more than 6 per group) discussion.
2. Say, "Today, we are going to brainstorm ways that we can work to keep things tied together. In other words, how do we manage individual, family, school, and community responsibilities?"	2. Students will suggest time management strategies that can balance their various responsibilities. Counselor will write strategies on the board as students mention them.
3. Hand out *How Do I Tie It All Together* activity sheets. Class discussion might be as follows: • If we plan things that we <u>must</u> do, then we have more time for the things we <u>want</u> to do. This activity can help you with keeping your commitments" • First of all, block out time for sleep. You should get at least 8 hours of sleep each night in order to be properly rested for your day. • Now, block out time for breakfast, lunch, and dinner. Do you eat three meals a day? Why is proper nutrition important? • When do you shower/bathe? Block out the time that you normally use. • Block out your time on the bus or otherwise spend getting to and from school. • Fill in your class schedule. • Fill in regularly scheduled activities, such as team practices, after-school tutoring, piano lessons, Scout meetings, church activities, chores that you have at home, etc. • Put in time for homework and study. • How much time do you have left? What are some things that you enjoy doing in your free time? Write in those activities. (Monitor student progress, helping those who have difficulty. The counselor may also want to pair up students who need	3. Students will participate in discussion and fill out the activity sheet "Assessing My Time Management Skills" as the class goes through their daily and weekly schedules.

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help with other students to complete this activity.)	
4. Counselor says, "As a counselor, I have to keep track of my time and appointments. I have to plan my day and week in order to meet the commitments to my family, students, and community. In other words, personal planners, schedules, and calendars aren't just for students. How do adults in your lives keep track of their commitments? How many of you have planners that you use regularly? Do you keep track of classroom assignments, or do you use it to keep track of other commitments as well?"	4. Students participate in discussion.
5. Offer this suggestion to the students: "Your challenge is to follow your plans on the activity sheet and to determine whether planning and scheduling your time can help you get the most out of your time. Once you have completed the week, review how you might want to change the schedule in order to best suit your "have-to" activities with your "want-to" activities.	5. Students will follow their plans and review how and why the plan worked or didn't work. Discuss what changes must be made for the plan to work?

Teacher Follow-Up Activities

Teacher will work with students to maintain planners. The teacher may want to refer students who have difficulty with planning their time to the counselor for remediation of the skill.

Counselor reflection notes (completed after the lesson)

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How Do I Tie It All Together

Time	Friday	Saturday	Sunday
6:00-7:00 a.m.			
7:00-8:00 a.m.			
8:00-9:00 a.m.			
9:00-10:00 a.m.			
10:00-11:00 a.m.			
11:00-Noon			
Noon-1:00 p.m.			
1:00-2:00 p.m.			
2:00-3:00 p.m.			
3:00-4:00 p.m.			
4:00-5:00 p.m.			
5:00-6:00 p.m.			
6:00-7:00 p.m.			
7:00-8:00 p.m.			
8:00-9:00 p.m.			
9:00-10:00 p.m.			
10:00-11:00 p.m.			
11:00-Midnight			
Midnight-1:00 a.m.			

Time	Monday	Tuesday	Wednesday	Thursday
6:00-7:00 a.m.				
7:00-8:00 a.m.				
8:00-9:00 a.m.				
9:00-10:00 a.m.				
10:00-11:00 a.m.				
11:00-Noon				
Noon-1:00 p.m.				
1:00-2:00 p.m.				
2:00-3:00 p.m.				
3:00-4:00 p.m.				
4:00-5:00 p.m.				
5:00-6:00 p.m.				
6:00-7:00 p.m.				
7:00-8:00 p.m.				
8:00-9:00 p.m.				
9:00-10:00 p.m.				
10:00-11:00 p.m.				
11:00-Midnight				
Midnight-1:00 a.m.				

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Assessing My Time Management Skills

NAME:_____

Take a moment to think back on today's lesson. Share what you have learned about yourself.

1. How do you plan out your day?
   _____
   _____
   _____

2. How do you feel when you plan out your day and do not accomplish your plan? What do you do when your plans are changed by others? What positive changes, if any, could you make to how you react to failed goals?
   _____
   _____
   _____

3. What did you learn about yourself by doing the activity? Will this activity affect the way you plan your day and how you manage your time?
   _____
   _____
   _____

4. Write a sentence using words that tie together "my time" and "my responsibilities."
   _____
   _____

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Unit 1 Title: TEAMS: Together Everyone Assures My Success

Lesson Title: What Is Important to Me? **Lesson** 3 **of** 3

Grade Level: 6

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.A.06: Identify individual strengths and areas for personal growth and good citizenship.

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)

What Is Important to Me? activity sheet

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

	Goal 1: gather, analyze and apply information and ideas
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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

	Academic Content Area(s)	**Specific Skill(s)**
	Communication Arts	
	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	X	Tolerance
X	Respect	X	Goal Setting		

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Lesson Measurable Learning Objectives:

The student will compare with a partner five values that he/she considers important. The student will share what he/she has learned about the partner's values with the class.

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.
Instructor will review activity sheet responses from *What Is Important to Me?* worksheet to identify and assess indicators of personal awareness. Students participate in question/answer/discussion during classroom activity.

Lesson Preparation

Essential Questions: How do you identify what is most important to you? How do you measure value or worth? Why is it important to understand that other people may have values that differ from your own?

Engagement (Hook): Counselor brings in items of value to him or her, such as pictures of children, wedding ring, or a $100 bill. Then the counselor asks, "Why do you suppose these items are important to me?"

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor asks, "If there were a fire in your house, what three things would you pick up in 15 seconds to take with you? How ~~do~~ did you decide what to take? Why was that valuable to you?	1. Students respond.
2. Counselor continues with the following information: "Everything has some sort of value. In our country, we often think of <u>money as a way of measuring worth</u>. Something may be worth fifty cents, one hundred dollars, or one hundred thousand dollars. Worth may be measured differently in another culture. "We also place importance on things because <u>they fill a need</u>. For example, we place a priority on food, clothing, and a roof over our heads. These things are essential. A friend who comes to see us in the hospital is important to us because of the concern shown by that friend."	2. Students will actively listen and ask questions or add comments. They will check their own measures of value with those the counselor identifies.

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Many of the things of value cannot be seen or measured. Honesty is one of those. If you are honest, if you want others around you to be honest, and you choose to be honest over and over then honesty is something you value. Things of value may change as we grow and learn more about ourselves. Most things of value are learned from family, friends, and school. Things of value to us are often different from that of our friends. This difference may cause conflict, and you may have to make choices about your friendship or what you value.	
4. Counselor provides students with *What Is Important to Me?* activity sheet. Review the directions with students. (Before continuing, the counselor may wish to read each item to the students, explaining the terminology.)	4. Students complete the *What Is Important to Me?* activity sheet, making sure to following the directions carefully.
5. The counselor pairs the students, instructs them to discuss their responses, then invites the student-pairs to share the results of the discussion with the class.	5. Students explain the results of their paired discussions.
6. As a follow-up activity with the parents/guardians, the counselor may wish to attach a note explaining the activity and inviting parents/guardians to discuss the worksheet with their child.	6. Students will take the activity home for discussion with family.

Teacher Follow-Up Activities

Discuss the counselor activity with the social studies teacher, so that whenever discussion of cultures occurs, the class can discuss the values that different cultures hold. It is important to emphasize that there are cultural "differences," but that no one culture should be held in higher esteem than any another.

Counselor reflection notes (completed after the lesson)

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What Is Important to Me?

Name: _____ Date: _____

What is most important to you? There is no right or wrong answer. Knowing more about what is important to you will help you know yourself better.

Directions: With a partner, read the following list of words. Be sure that each of you understands each word. Look up the words with which you are unfamiliar. It is not necessary to write the definitions, just understand them.

Select the five important items that you think would make the world a better place if everyone on earth had these five important items. Mark them with an "M" for "me," then tell your partner why you chose these. Listen very closely as your partner tells you his/her choices. Mark his/her choices with a "P" for "partner." When you have both discussed your choices, introduce your partner to the class and explain his/her choices and why they are important to him/her.

___ religion	___ safety	___ family stability	___ education
___ a home	___ physical appearance	___ respect for authority	___ admiration
___ honesty	___ health	___ tradition	___ justice
___ change	___ love	___ loyalty	___ fitting in
___ money	___ free time	___ good grades	___ maturity
___ nature	___ sticking up for others	___ equality	___ freedom
___ dignity/worth	___ wisdom	___ children	___ true friends
___ the elderly	___ saving for future	___ rules/laws	___ marriage
___ initiative	___ clubs	___ clothing	___ skill/talent
___ career	___ good values	___ responsibility	___ power
___ knowledge	___ achievement	___ respecting others	___ attitude

Take this activity sheet home and ask have one of your parents or guardians mark an "X" next to those he or she thinks are important. Discuss how your lists are alike and how they are different. Discuss which factors account for these similarities and differences.

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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.

Grade Level/Course Title: Gr 6 / PS1-Gr6-Unit1 Course Code: Personal/Social Development

UNIT DESCRIPTION: TEAMS: Together Everyone Assures My Success Students will participate in a web activity to understand the importance of relationships and how one's actions determine the strength of relationships. Students will brainstorm methods they use to keep up with individual, family, school and community responsibilities. Students will present information to partners and to the group about those things that they most value, using examples from the activity sheet.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. How can a person's actions effectively contribute to their community?
2. How do people manage all the responsibilities of their life roles? How can a person's actions contribute to the community?
3. How do you identify what is most important to you?
4. How do you measure value or worth? Why is it important to understand that other people may have values that differ from your own?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will draw conclusions from the 'Web Activity' to complete the activity reflection worksheet.		PS.1.A.06: Identify individual strengths and areas for personal growth and good citizenship. PS.1.B.06: Identify and develop personal planning strategies to manage individual, family, and school		W.6.1 W.6.2 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 2 Level 3

		responsibilities. PS.1.C.06: Demonstrate skills needed to participate in team building.				Level 2
2. The student will construct a daily schedule with obligations and leisure activities.		PS.1.A.06 PS.1.B.06 PS.1.C.06		SL.6.1 L.6.1 L.6.3 L.6.4 L.6.5 L.6.6	P/SD A	Level 2 Level 3 Level 2
3. The student will reflect his/her understanding of how responsibility and time management skills are related by completing the *Assessing My Time Management Skills* Worksheet.		PS.1.A.06 PS.1.B.06 PS.1.C.06		W.6.1 W.6.2 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	P/SD A	Level 2 Level 3 Level 2
4. The student will compare with a partner five values that he/she considers important. The student will share what he/she has learned about the partner's values with the class.		PS.1.A.06 PS.1.B.06 PS.1.C.06		SL.6.1 L.6.1 L.6.3 L.6.4 L.6.5 L.6.6	P/SD A	Level 2 Level 3 Level 2
5. The student will share what he/she has learned about a partner's values.		PS.1.A.06 PS.1.B.06 PS.1.C.06		SL.6.1 L.6.1 L.6.3 L.6.4 L.6.5 L.6.6	P/SD A	Level 2 Level 3 Level 2

ASSESSMENT DESCRIPTIONS*:
Students will demonstrate understanding of the skills needed to participate as a member of a team, family, school and community through group discussion and reflection activities.
Students identify and develop personal planning strategies to cope with the various demands placed upon them due to responsibilities and time constraints.
Students will identify personal values that are important to them, while recognizing the perspectives of others.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__X___ Direct __X___ Indirect __X___ Experiential __X___ Independent study __X___ Interactive Instruction
1 2 3 4 5	See Lessons: Lesson 1: Getting Caught in the Web Lesson 2: So Much To Do, So Little Time: How Do I Tie All of the Loose Ends Together? Lesson 3: What Is Important to Me?
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4 5	See Lessons: Lesson 1: Getting Caught in the Web Lesson 2: So Much To Do, So Little Time: How Do I Tie All of the Loose Ends Together? Lesson 3: What Is Important to Me?

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview Ls. 2 _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking Ls. 1, 2, 3	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry ___X___ Reflective Discussion Ls. 1 _____ Writing to Inform _____ Concept Formation __X____ Concept Mapping Ls. 2 __X____ Concept Attainment Ls. 2 _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations __X____ Games Ls. 1 _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals __X____ Learning Logs Ls. 1 _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts __X____ Homework Ls. 3 _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels __X____ Brainstorming Ls. 2, 3 _____ Peer Partner Learning __X____ Discussion Ls. 1 _____ Laboratory Groups __X____ Think, Pair, Share Ls. 3 _____ Cooperative Learning _____ Jigsaw __X____ Problem Solving Ls. 1, 2 _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ 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: Relationships: What Do Skills Have To Do With It? **Grade Level:** 6,7 & 8
Number of Lessons in Unit: 5

Time Required for each lesson: 45-50 minutes (NOTE: the 7th grade lesson is spread over 2 days.)

Lesson Titles:
6th Grade Lesson 1: Ingredients of a Relationship Recipe
Materials/Special Preparations Required
Ingredients for a basic recipe i.e. peanut butter & jelly sandwich, drop cookies etc.
Guidelines: Ingredients for Relationship Recipe
Plain piece of white 8 ½ X 5 1/2 paper or similar size index card for each student
Markers, crayons, color pencils, scissors, glue, construction paper, etc.
Students will need paper and a writing instrument

7th Grade Lesson 2 Respect for Self and Others—Giving and Getting the Big R
Materials/Special Preparations required:
Copy of *Recipe for Relationships*
3x5 cards with a social setting written on each. Ideas for social settings include: Classroom, playground, with parents at a basketball game, at home, at a friend's home, at a school function, shopping in the mall

8th Grade Lesson 3: Relationships…Quality Control
Materials/Special Preparations Required
Activity Sheet – *I Am…..*
Mirrors
Paper and markers

8th Grade Lesson 4: I Know What You Did This Summer
Materials/Special Preparations Required
Activity Sheet – *I Heard What you Did This Summer….*
Set of footprints made from cardboard or construction paper

8th Grade Lesson 5: Relationships…Going Up While Growing Up
Materials/Special Preparations Required
Activity Sheet – *Going Up While Growing Up*
Balloon for each student
Permanent markers

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.06: Identify interpersonal skills needed to maintain quality relationships. (DOK Level 1)
PS.2.A.07: Practice effective interpersonal skills in a variety of social situations. (DOK Level 3)
PS.2.A.08: Self-assess interpersonal skills that will help maintain quality relationships. (DOK

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Level 3) **American School Counselor Association (ASCA) National Standard:** Personal and Social Development A: Students will acquire the attitudes, knowledge and interpersonal skill to help them understand and respect self and others.

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others 5. Perform or produce works in the fine and practical arts
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 experience in preventing or solving problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 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 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 3. Analyze the duties and responsibilities of individuals in societies 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	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

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		number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

What is a quality relationship and how is it maintained?

Unit Measurable Learning Objectives:

The student will identify five interpersonal skills needed to maintain a quality relationship.
The student will demonstrate how to change one inappropriate interpersonal skill into an appropriate one through role-play.
The student will complete the *I am* activity, select a skill they would like to improve, and outline a self improvement plan.
The student will demonstrate at least three effective interpersonal skills which could resolve a conflict.

The student will identify two interpersonal qualities to improve and two strategies to achieve this.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Compare & Contrast; Demonstrations; Guided & Shared - Reading, Listening, Viewing, Thinking)
_X_ Indirect (Concept Formation; Concept Mapping)
_X_ Experiential (Simulations; Role-playing; Model Building)
_X_ Independent Study (Learning Activity Packages)
_X_ Interactive Instruction (Role-playing; Discussion; Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will identify interpersonal qualities and skills that maintain quality relationships.

Brief Summary of Unit: Students will learn how to maintain quality relationships using interpersonal skills in a variety of social situations.
An emphasis on identifying the interpersonal skills needed to maintain quality relationships will be conducted in 6th grade.

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The 7th grade lesson will be a reflection and projection opportunity. Students will reflect on the past and present: what they know, what they still need to know and project future action and outcomes and how they will acquire the skills they have identified.

In the 8th grade, the students will be completing activities to help them describe the qualities and interpersonal skills they look for in a relationship and evaluate their own interpersonal skills as they relate to quality relationships.

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 need prior knowledge of how to be a friend and to be able to describe interpersonal skills.

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Unit 1 Title: Relationships: What Do Skills Have To Do With It?

Lesson Title: Ingredients of a Relationship Recipe **Lesson** 1 **of** 5

Grade Level: 6

Length of Lesson: 50 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.06: Identify the interpersonal skills needed to maintain quality relationships.

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

Materials (include activity sheets and/ or supporting resources)

Ingredients for a basic recipe i.e. peanut butter & jelly sandwich, drop cookies etc.
*Guidelines: Ingredients for Relationship Rec*ipe
Plain piece of white 8 ½ x 5 1/2 paper or similar size index card for each student
Markers, crayons, color pencils, scissors, glue, construction paper, etc.
Paper and writing instrument

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 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 5. Perform or produce works in the fine and practical arts
	Goal 3: recognize and solve problems
	Goal 4: make decisions and act as responsible members of society

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

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

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		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		Problem Solving
	Courage	X	Compassion		Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify five interpersonal skills needed to maintain a quality relationship.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students will create a recipe card identifying the interpersonal skills needed to maintain quality relationships based on a given rubric.

Lesson Preparation

Essential Questions: What does a quality relationship look like and how is it maintained?

Engagement (Hook): Tell the students you are going to make i.e. a peanut butter and jelly sandwich (or your chosen basic recipe). Purposely forget the bread (or an essential ingredient for your chosen basic recipe). Begin to get the ingredients out naming them and telling the amount of each one needed. Make the sandwich without the bread, smearing the peanut butter on the plate with the jelly on top of it (or make your recipe without an essential ingredient). Ask the students what is wrong? What essential ingredient is missing? What happens when you make something without using essential ingredients?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will discuss with students the similarities between essential ingredients in a recipe and interpersonal skills needed to maintain quality relationships.	1. Students will discuss what essential ingredients have in common with interpersonal skills needed to maintain quality relationships. Students may see the similarity that when ingredients are left out of a recipe it does not turn out the best and that when essential interpersonal skills are left out of relationships it is hard to make and maintain quality relationships.

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2. Ask the students to write down the ingredients/interpersonal skills they believe are needed to maintain quality relationships.	2. Students will write down ingredients/interpersonal skills they believe are needed to maintain quality relationships.
3. Ask students to share one at a time the skills they listed and discuss. Possible items: Good listeners, uses "I" messages, understands how feelings affect relationship, uses assertive behaviors, willing to compromise, etc. If students did not list some of the essential interpersonal skills, list them and discuss what each means.	3. Students will volunteer to share what they wrote down on their individual papers. Students should be involved in discussion of each other's skills listed.
4. After completing the discussion tell the students they are going to make a recipe card for maintaining quality relationships based on the ingredients that have been discussed or what they wrote down on their paper.	4. Students will use their paper and the discussion items to produce a recipe card.
5. Hand out the guidelines for the recipe card and discuss what needs to be present on the card. Show students an example of a card that has been done.	5. Students will be given the guidelines and will have a chance for questions.
6. Hand out the plain paper or large index cards. Have art supplies available and let students begin work.	6. Students will complete the recipe card.
7. Instruct students to turn the card over and write a personal goal related to how they might improve a particular relationship in their life by using one or more of the ingredients on their recipe card.	7. Students will reflect on a relationship that they would like to improve and write the personal goal as described.

Teacher Follow-Up Activities

The teacher will be asked to collect the completed cards if time does not allow completion during the allotted lesson time. Recipe cards would be given to counselor(s) for use in office or they may be placed in the cafeteria, study halls, classrooms, given to 5th grade students, etc. If the teacher completes the activity, the teacher may need to write a referral for students who do not seem to understand the skills needed for maintaining quality relationships based on the content of the recipe card.

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Counselor reflection notes (completed after the lesson)

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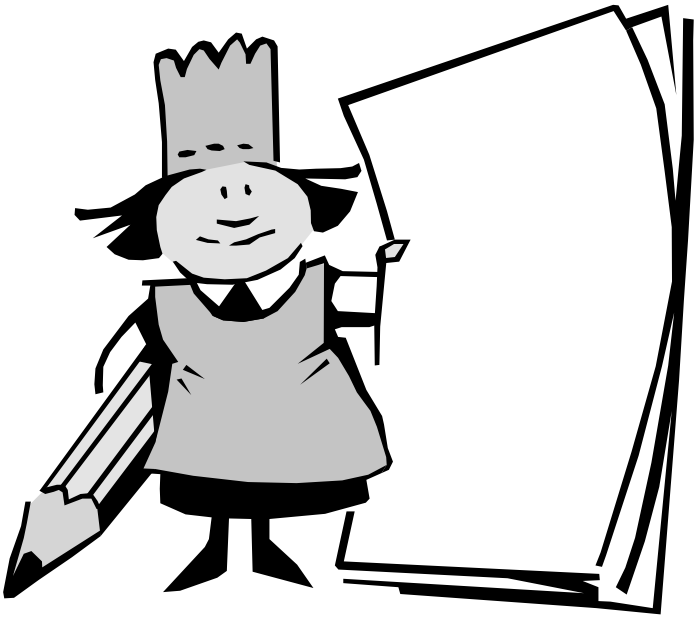
Guidelines:
Ingredients for Relationship Recipe

1. Card must be completed on paper given (should only be on one side) and with your name on the back.
2. Card must identify 5 interpersonal skills needed to maintain quality relationships (check your spelling).
3. Card should be decorated so that it is attractive. Use crayons, markers, color pencils, construction paper, or drawings to decorate the card.



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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: Relationships: What Do Skills Have To Do With It? Students will learn how to maintain quality relationships using interpersonal skills in a variety of social situations. An emphasis on identifying the interpersonal skills needed to maintain quality relationships will be conducted in 6th grade. The 7th grade lesson will be a reflection and projection opportunity. Students will reflect on the past and present: what they know, what they still need to know and project future action and outcomes and how they will acquire the skills they have identified. In the 8th grade, the students will be completing activities to help them describe the qualities and interpersonal skills they look for in a relationship and evaluate their own interpersonal skills as they relate to quality relationships.	**SUGGESTED UNIT TIMELINE:** 5 Lessons **CLASS PERIOD (min.):** 45 – 50 minutes each

ESSENTIAL QUESTIONS:
1. What is a quality relationship and how is it maintained?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify five interpersonal skills needed to maintain a quality relationship.		PS.2.A.06: Identify interpersonal skills needed to maintain quality relationships. PS.2.A.07: Practice effective interpersonal skills in a variety of social situations. PS.2.A.08: Self-assess interpersonal skills that		SL.6.1 L.6.1 L.6.2 L.6.3	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 1 Level 3 Level 3

		will help maintain quality relationships.				
2. The student will demonstrate how to change one inappropriate interpersonal skill into an appropriate one through role-play.		PS.2.A.06 PS.2.A.07 PS.2.A.08		SL.7.1 SL.7.6 L.7.1 L.7.2 L.7.3 L.7.6	P/SD A	Level 1 Level 3 Level 3
3. The student will complete the *I am* activity, select a skill they would like to improve, and outline a self-improvement plan.		PS.2.A.06 PS.2.A.07 PS.2.A.08		W.8.2 SL.8.1 L.8.1 L.8.2 L.8.3	P/SD A	Level 1 Level 3 Level 3
4. The student will demonstrate at least three effective interpersonal skills which could resolve a conflict.		PS.2.A.06 PS.2.A.07 PS.2.A.08		W.8.2 W.8.3 SL.8.1 L.8.1 L.8. L.8.3	P/SD A	Level 1 Level 3 Level 3
5. The student will identify two interpersonal qualities to improve and two strategies to achieve this.		PS.2.A.06 PS.2.A.07 PS.2.A.08		W.8.2 SL.8.1 L.8.1 L.8.2 L.8.3	P/SD A	Level 1 Level 3 Level 3

ASSESSMENT DESCRIPTIONS:
Students will identify interpersonal qualities and skills that maintain quality relationships.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X___ Direct __X___ Indirect __X___ Experiential __X___ Independent study __X___ Interactive Instruction
1 2 3	See Lessons: 6th Grade Lesson 1 Ingredients of a Relationship Recipe 7th Grade Lesson 2 Respect for Self and Others—Giving and Getting the Big R

4 5	8th Grade Lesson 3 Relationships…Quality Control 8th Grade Lesson 4 I Know What You Did This Summer 8th Grade Lesson 5 Relationships…Going Up While Growing Up
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4 5	See Lessons: 6th Grade Lesson 1 Ingredients of a Relationship Recipe 7th Grade Lesson 2 Respect for Self and Others—Giving and Getting the Big R 8th Grade Lesson 3 Relationships…Quality Control 8th Grade Lesson 4 I Know What You Did This Summer 8th Grade Lesson 5 Relationships…Going Up While Growing Up

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice __X____ Compare & Contrast Ls. 5 _____ Didactic Questions __X____ Demonstrations Ls. 2 __X____ Guided & Shared - reading, listening, viewing, thinking Ls. 1, 4	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry ___X___ Reflective Discussion Ls 5 _____ Writing to Inform __X____ Concept Formation Ls. 2 __X____ Concept Mapping Ls. 4 _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments __X____ Simulations Ls. 1, 4 _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations __X____ Role-playing Ls. 2, 4 __X____ Model Building Ls. 5 _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports __X____ Learning Activity Packages Ls. 1, 3, 4, 5 _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates __X____ Role Playing Ls. 2, 4 _____ Panels _____ Brainstorming _____ Peer Partner Learning __X____ Discussion Ls. 1 _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw __X____ Problem Solving Ls. 4, 5 _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ 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 2 Title: R-E-S-P-E-C-T--Find Out What It Means To You (And Me) **Grade Level:** 6-8

Number of Lessons in Unit: 3

Time Required for each lesson: 40-90 minutes

Best time of year to implement this Unit: Beginning PS 2.B Unit 2 early in the school year will give everyone involved time to plan and implement a school-wide program.

Lesson Titles:

6th Grade Lesson 1: Respect: Looks Like, Sounds Like, Feels Like

Materials/Special Preparation:

Activity Sheet -*Planning to Use Respect*
Writing utensils
Activity Sheet- *R-E-S-P-E-C-T: Looks Like, Sounds Like, Feels Like*

7th Grade Lesson 2: R-E-S-P-E-C-T: A Basic Skill

Materials/Special Preparation:

Collaboration with Fine Arts, Communication Arts and Social Studies faculty to work with students in such things as design of materials, writing promotion materials, survey methods and analyzing data.
Resource Person(s) to talk with students about design elements to consider when developing an advocacy plan. (Survey parents as possible resources.)
Production Resources (e.g., paper, markers, and recording equipment – video and audio)
Five or six advertisements for products with high recognition value for seventh graders (e.g., multi-media advertising for a new movie, a new video game, or a clothing line). Before the lesson, block out the names of the products and label each product with a number. The product numbers will match a line in Column B of Activity Sheet 1.
Examples of multi-media advertising campaign(s); slogans, "theme songs", logos (to be gathered by students outside of school)
Resources: Print and world-wide-web information and resources regarding public relations, planning, and advocacy
Performance Scenario Activity Sheet
Performance Scenario Rubric
Activity Sheet 1
Activity Sheet 2

8th Grade Lesson 3: A Stranger Among Us

Materials/Special Preparation:

Activity Sheet – *A Stranger Among Us*

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.2 Interacting With Others in Ways that Respect Individual and Group Differences

Grade Level Expectations (GLEs):

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PS.2.B.06: Identify and develop strategies to promote acceptance and respect in the school and community. (DOK Level - 3)
PS.2.B.07: Promote acceptance and respect for individual differences. (DOK Level - 4)
PS.2.B.08: Apply strategies that promote acceptance and respect of others within the global community. (DOK Level - 4)

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

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

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources 8. Organize data, information, and ideas into useful forms for analysis or presentation 9. Identify, analyze, and compare the institutions, traditions and art 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 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	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or the processes used in recognizing and solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 3. Analyze the duties and responsibilities of individuals in societies 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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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 4. Writing formally and informally 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	3. Data analysis, probability, and statistics
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions 7. Use the tools of social science inquiry
	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. 4. Interrelationship of the visual and performing arts and the relationships of the arts to other disciplines

Unit Essential Questions:

What is respect?

Unit Measurable Learning Objectives:

The student will develop three strategies that will promote acceptance and respect in the school and community.
The student will apply knowledge about respect and develop a school wide plan to promote respect in their school.
The student will answer five questions about getting to know someone who is different than them.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Structured Overview; Guided & Shared – reading, listening, viewing, thinking)
_X_ Indirect (Concept Formation; Concept Mapping; Concept Attainment)
_X_ Experiential (Simulations)
_X_ Independent Study (Learning Activity Packages)
_X_ Interactive Instruction (Brainstorming, Discussion; Cooperative Learning; Problem Solving)

Unit Summative Assessment (acceptable evidence):

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

Students will demonstrate the process of advocating peacefully, knowledgably, and with an

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identifiable purpose and plan.

Brief Summary of Unit: Students will learn how to advocate peacefully, knowledgeably, and with an identifiable purpose and plan.

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

Communication Arts: Fundamentals of standard English, reading and writing formally and informally, participating in group discussions and presentations
Mathematics: data analysis
Social Studies: using the tools of social science inquiry (e.g. surveys and interviews)
Comprehensive Guidance: the elements of being a friend; the ability to describe "interpersonal skills," the ability to use basic self-assessment processes, understanding "respect" as a way of life and an element of friendship.

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Unit 2 Title: R-E-S-P-E-C-T…Find Out What It Means to Me (and You)

Lesson Title: Respect: Looks Like, Sounds Like, Feels Like **Lesson** 1 **of** 3

Grade Level: 6

Length of Lesson: 50 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.06: Identify and develop strategies to promote acceptance and respect in the school and 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)

Respect: Looks Like, Sounds Like, Feels Like Activity Sheet
Planning to Use Respect Activity Sheet
Writing utensils

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
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
	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 4. Writing formally and informally 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	

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	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will develop three strategies that will promote acceptance and respect in the school and community.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students will participate in question and answer discussion from the *Respect: Looks Like, Sounds Like, Feels Like* Activity Sheet and complete the *Planning to Use Respect* Activity sheet.

Lesson Preparation

Essential Questions: Why is showing respect for others important? How do we know we are using respect?

Engagement (Hook): The counselor will display a stuffed animal that talks/sings/plays music. Ask a student to come forward and use their senses to describe the item to the rest of the class. The student may say things like it is soft, talks/sings/plays music, looks cute/cuddly, etc. Ask the students if the student describing the item has described it accurately. Ask the students if other things can be described by using their senses.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will pass out the *Respect: Looks Like, Sounds Like, Feels Like* Activity Sheet and tell the students that just like the above item was described, we can describe respect. Tell the students that they are going to be writing down what respect looks like, sounds like and feels like.	1. Students will write down what respect looks like, sounds like and feels like.
2. Have students voluntarily share what they have written on their activity sheets and discuss, letting students write down or make changes to their sheets. Encourage students to give personal or other examples of what they mean with their answers.	2. Students will volunteer to share what they have written on their activity sheets, discuss one another's answers as a group and make changes to their sheets. Students should be able to give examples of their answers.
3. Ask students how what they have written	3. Students should be able to discuss how

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can be used as a plan to show respect towards others.	knowing what respect looks, sounds and feels like will enable them to develop ways and plan to show others respect.
4. Hand out the *Planning to Use Respect* Activity Sheet. Read the directions and explain that they will choose one person not listed to show respect towards. Make sure that students know they are to practice their plans. Have the students complete the sheet in class.	4. Students will complete the activity sheet showing that they have plans/strategies they can develop to show respect to a variety of people in their school community and home environments.
5. Have students turn in their *Respect: Looks Like, Sounds Like, Feels Like* Activity Sheet. They may keep their *Planning to Use Respect* Activity Sheet.	5. Students will turn in the first activity sheet and take the second one with them.

Teacher Follow-Up Activities

The teacher can post the *Respect: Looks Like, Sounds Like, Feels Like* Activity Sheets on a bulletin board of respect as a reminder to the students of how they could develop ways to show respect.

Counselor reflection notes (completed after the lesson)

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Respect: Looks Like, Sounds Like, Feels Like

What does respect look like?

What does respect sound like?

What does respect feel like?

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Planning to Use Respect

Describe below how you can show respect to the people listed so that they know what respect looks like, sounds like and feels like.

Person	Looks	Sounds	Feels
My Parents			
My Teachers			
My Friends			
My Classmates			
My Neighbor			
My (siblings, grandparents…choose someone not listed above)			

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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: R-E-S-P-E-C-T-Find Out What It Means To You (And Me) Students will learn how to advocate peacefully, knowledgeably, and with an identifiable purpose and plan.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 40 – 90 minutes each
ESSENTIAL QUESTIONS: 1. What is respect?	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	**CCSS LEARNING GOALS (Anchor Standards/Clusters)**	**CROSSWALK TO STANDARDS**				
		GLEs/CLEs	**PS**	**CCSS**	**OTHER ASCA**	**DOK**
1. The student will develop three strategies that will promote acceptance and respect in the school and community.		PS.2.B.06: Identify and develop strategies to promote acceptance and respect in the school and community. PS.2.B.07: Promote acceptance and respect for individual differences. PS.2.B.08: Apply strategies that promote acceptance and respect of others within the global community.		W.6.2 W.6.10 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.5	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 3 Level 4 Level 4
2. The student will apply knowledge about respect and develop a school wide plan to promote respect in their school.		PS.2.B.06 PS.2.B.07 PS.2.B.08		W.7.1 W.7.2 W.7.4	P/SD A	Level 3 Level 4 Level 4

				W.7.5 W.7.7 W.7.8 W.7.9 W.7.10 SL.7.1 SL.7.2 SL.7.4 SL.7.5 SL.7.6 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6		
3. The student will answer five questions about getting to know someone who is different than them.		PS.2.B.06 PS.2.B.07 PS.2.B.08		SL.8.1 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	P/SD A	Level 3 Level 4 Level 4

ASSESSMENT DESCRIPTIONS:
Students will demonstrate the process of advocating peacefully, knowledgably, and with an identifiable purpose and plan.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X___ Direct __X___ Indirect __X___ Experiential __X___ Independent study __X___ Interactive Instruction
1 2 3	See Lessons: 6th Grade Lesson # 1: Respect: Looks Like, Sounds Like, Feels Like 7th Grade Lesson # 2: R-E-S-P-E-C-T: A Basic Skill 8th Grade Lesson # 3: A Stranger Among U
	INSTRUCTIONAL ACTIVITIES: (What Students Do)

1 2 3	See Lessons: 6th Grade Lesson # 1: Respect: Looks Like, Sounds Like, Feels Like 7th Grade Lesson # 2: R-E-S-P-E-C-T: A Basic Skill 8th Grade Lesson # 3: A Stranger Among U				
	Direct: __X____ Structured Overview Ls. 1, 2 _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __X___Guided & Shared - reading, listening, viewing, thinking Ls. 1, 2, 3	**Indirect:** _____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform ___X__ Concept Formation Ls. 2 ___X__ Concept Mapping Ls. 2 ___X__ Concept Attainment Ls. 2 _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments __X___ Simulations Ls. 2 _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports ___X___ Learning Activity Packages Ls. 1, 3 _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing _____ Panels __X___ Brainstorming Ls. 1 _____ Peer Partner Learning __X___ Discussion Ls. 1, 3 _____ Laboratory Groups _____ Think, Pair, Share __X___Cooperative Learning Ls. 2 _____ Jigsaw __X___ Problem Solving Ls. 3 _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ 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 #3 Title: Conflict Resolution—I am part of the Solution! **Grade Level:** 6-8

Number of lessons in unit: 4

Time required for each lesson: 30- 50 Minutes

Best time of year to implement this unit: Anytime

Lesson Titles:

6th Grade Lesson # 1: My Problem…Your Problem…Our Problem

Materials/Special Preparations Required:

- Wrapped food item
- *How Am I Responsible?* Activity Sheet for visual display
- SMART board or other visual display

7th Grade Lesson # 2: "Re-Solutioning": Practice Brings Out Our Best

Materials/Special Preparations Required:

- *How Am I Responsible?* Activity Sheet
- 3x5 Index cards in three colors
- Scrap paper
- Video equipment
- *How Did We Do – As a Team? (Group Assessment of Process)*

8th Grade Lesson # 3: My Conflict Shield

Materials/Special Preparations Required:

- Note cards cut in half, with the names of famous couples (people or characters) that had conflicts (Romeo/Juliet, Prince Charles/Princess Diana, etc.)
- Wrapped candy
- Blank paper which students will fold into thirds
- Blank paper for conflict shield
- Colored Pencils/markers

8th Grade Lesson # 4: Put Yourself in Check

Materials/Special Preparations Required:

- *Put Yourself in Check* Worksheet

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.2C.06: Apply problem-solving and conflict-resolution skills to new challenges. (DOK: Level - 4)

PS.2.C.07: Practice problem-solving and conflict-resolution skills. (DOK: Level - 2)

PS.2.C.08: Exhibit an awareness of personal responsibility in conflict situations. (DOK: Level 2)

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

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 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 others
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace

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 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations 6. Participating in formal and informal presentations and discussions of issues and ideas

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	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

Why do I need to take responsibility?

Unit Measurable Learning Objectives:

The student will apply concepts of personal responsibility to at least two scenarios.
The student will write and perform one scenario demonstrating conflict resolution skills.
The student will create a *conflict shield* which lists 12 skills most useful in conflict resolution and identify the skills they are "excellent" in using.
The student will list feelings and reactions of one recent conflict and determine if the reaction was appropriate or inappropriate.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Structured Interview; Guided & Sharing – reading, listening, viewing, thinking)
_X_ Indirect (Problem Solving; Reflective Discussion; Concept Formation; Concept Mapping; Concept Attainment)
_X_ Experiential (Simulations; Storytelling; Focused Imaging; Role Playing)
___ Independent Study
_X_ Interactive Instruction (Role Playing; Brainstorming; Discussion; Think, Pair, Share; 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 variety of worksheets and perform a variety of role-play situations to assess their understanding and ability to demonstrate accepting responsibility in conflict situations.

Brief Summary of Unit:
Students will begin to be able to identify challenges and conflicts that arise as such. They will practice how to stop and think about what is happening, the consequences, and preferred ways of handling the situation. They will identify their strengths and weaknesses and focus on building their strengths and maturing into young adults with sufficient and appropriate conflict-resolution skills.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to

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solving a problem) to be successful in this unit? Students will need to know the steps to solving a problem learned in the elementary grades in order to be successful. Students will also need to know what the definition of conflict is.

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Unit # 3 Title: Conflict Resolution –I am part of the Solution!

Lesson Title: My Problem…Your Problem…Our Problem **Lesson** 1 **of** 4

Grade Level: 6

Length of Lesson: 50 minutes

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

Grade Level Expectation (GLE):
PS.2.C.06: Apply problem-solving and conflict-resolution skills to new challenges.

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)

Wrapped food item
How Am I Responsible? activity sheet for visual display
SMART board or other visual display

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
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 3. Analyze the duties and responsibilities of individuals in societies

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

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

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will apply concepts of personal responsibility to at least two 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.
Students will participate in question and answer discussion and in completing the *How Am I Responsible?* activity sheet.

Lesson Preparation

Essential Questions: Why is it important to accept personal responsibility in our relationships with others?

Engagement (Hook): Ask the students to list any new challenges they have faced this years as a sixth grader. As the students come up with responses write them on the board/chart paper.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Tell the students you want them to help you list any new challenges they have faced this year as a sixth grader. Write the items students come up with on the board. If students have difficulty in listing items give them some ideas or examples of challenges you are aware they may be facing.	1. Students will volunteer to share challenges they have faced this year as a sixth grader. They may list things such as: having a locker, moving from class to class, carrying a lunch card, having an increase in homework, taking notes, going to school dances, making new friends, fighting with old friends, being bullied, etc.
2. Circle the items on their list that deal with other people and their relationships with them. Review feelings, compromising, problem-solving and conflict-resolution skills. Ask the students how those items have anything to do with the relationship challenges listed on the board. Make sure to highlight that with true personal responsibility, when conflict exists in a relationship, each person bears a part of the problem.	2. Students should be able to see that relationships with others are a challenge and that new challenges have arisen this year. Students should be able to discuss in-depth feelings, compromise, problem-solving and conflict-resolution. They should be able to see that each person in a challenging situation has feelings and that those feelings may differ, that compromise is a positive step to working out challenging situations, and that problem-

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	solving and conflict-resolution skills are necessary to resolve conflict between people.
3. Project or display the *How Am I Responsible* activity sheet. Read the situation and lead the discussion on the questions.	3. Students will be discussing the answers to the questions on the activity sheet. Students should be able to see the importance of problem-solving and conflict-resolution skills in facing new challenges in relationships.
4. Complete the lesson by asking students to come up with relationship situations that may have arisen during the school year and discuss with students in the same manner as with the situations on the activity sheet.	4. Students should be able to present real-life situations and discuss the situations using the same format as the activity sheet.
5. Students will be encouraged to apply and practice the skills discussed during this lesson.	5. Students should apply and practice the skills discussed during this lesson.

Teacher Follow-Up Activities

The teacher may encourage students to use problem-solving and conflict-resolution skills when relationship issues occur within the classroom.

Counselor reflection notes (completed after the lesson)

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How Am I Responsible?

(Why is it my problem?)

1. Your parents wouldn't let you go to a party that your friend is having. Your parents think you are too young. They let you go to another friend's house instead, and you go to the party with that friend. Your parents find out and they ground you.

   How do you feel? _____

   How do you think your parents feel? _____

   How can you show your parents you are willing to accept personal responsibility?

   _____

   What could you have done differently? _____

   _____

   How could problem-solving or conflict-resolution skills have helped in this situation?

   _____

2. A friend stops spending time with you between classes and at lunch. Your friend hasn't told you why they are not spending time with you. You start talking to your other friends and tell them not to spend time with your friend, telling them that he/she is being mean and spreading rumors about you. Your friend hears from others what you have said and comes to tell you they weren't spending time with you because they are too worried about things happening at home.

   How do you feel? _____

   How do you think your friend feels? _____

   How can you show your friend you are willing to accept personal responsibility? _____

   _____

   What could you have done differently? _____

   _____

   How could problem-solving or conflict-resolution skills have helped in this situation?

   _____

   _____

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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

UNIT DESCRIPTION: Conflict Re<u>solution</u>–I am part of the <u>Solution!</u> Students will begin to be able to identify challenges and conflicts that arise as such. They will practice how to stop and think about what is happening, the consequences, and preferred ways of handling the situation. They will identify their strengths and weaknesses and focus on building their strengths and maturing into young adults with sufficient and appropriate conflict-resolution skills.	**SUGGESTED UNIT TIMELINE:** 4 Lessons **CLASS PERIOD (min.):** 30 – 50 minutes each
ESSENTIAL QUESTIONS: 1. Why do I need to take responsibility?	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will apply concepts of personal responsibility to at least two scenarios.		PS.2C.06: Apply problem-solving and conflict-resolution skills to new challenges. PS.2.C.07: Practice problem-solving and conflict-resolution skills. PS.2.C.08: Exhibit an awareness of personal responsibility in conflict situations.		SL.6.1 L.6.1 L.6.3	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 4 Level 2 Level 2
2. The student will write and perform one scenario demonstrating conflict resolution skills.		PS.2.C.06 PS.2.C.07 PS.2.C.08		W.7.3 W.7.4 W.7.5	P/SD A	Level 4 Level 2 Level 2

				SL.7.1 SL.7.6 L.7.1 L.7.2 L.7.3 L.7.5		
3. The student will create a "conflict shield" which lists 12 skills most useful in conflict resolution and identify the skills they are "excellent" in using.		PS.2C.06 PS.2.C.07 PS.2.C.08		SL.8.1 L.8.1 L.8.3	P/SD A	Level 4 Level 2 Level 2
4. The student will list feelings and reactions of one recent conflict and determine if the reaction was appropriate or inappropriate.		PS.2C.06 PS.2.C.07 PS.2.C.08		W.8.3 SL.8.1 L.8.1 L.8.2 L.8.3	P/SD A	Level 4 Level 2 Level 2

ASSESSMENT DESCRIPTIONS*:
Students will complete a variety of worksheets and perform a variety of role-play situations to assess their understanding and ability to demonstrate accepting responsibility in conflict situations.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__X__ Direct __X__ Indirect __X__ Experiential _____ Independent study __X__ Interactive Instruction
1 2 3 4	See Lessons: 6th Grade Lesson # 1: My Problem…Your Problem…Our Problem 7th Grade Lesson # 2: "Re-Solutioning": Practice Brings Out Our Best 8th Grade Lesson # 3: My Conflict Shield 8th Grade Lesson # 4: Put Yourself in Check
	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1 2 3 4	See Lessons: 6th Grade Lesson # 1: My Problem…Your Problem…Our Problem 7th Grade Lesson # 2: "Re-Solutioning": Practice Brings Out Our Best 8th Grade Lesson # 3: My Conflict Shield 8th Grade Lesson # 4: Put Yourself in Check

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	__X____ Structured Overview Ls. 1 _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __X____ Guided & Shared - reading, listening, viewing, thinking Ls. 1, 2, 3, 4	__X____ Problem Solving Ls. 3, 4 _____ Case Studies _____ Reading for Meaning _____ Inquiry __X____ Reflective Discussion Ls. 1 _____ Writing to Inform __X____ Concept Formation Ls. 2 __X____ Concept Mapping Ls. 2 __X____ Concept Attainment Ls. 2 _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments __X____ Simulations Ls. 1, 2, 4 _____ Games __X____ Storytelling Ls. 2 __X____ Focused Imaging Ls. 4 _____ Field Observations __X____ Role-playing Ls. 2, 3 _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates __X____ Role Playing Ls. 2, 3, 4 _____ Panels __X____ Brainstorming Ls. 3 _____ Peer Partner Learning __X____ Discussion Ls. 1, 3 _____ Laboratory Groups __X____ Think, Pair, Share Ls. 2, 4 __X____ Cooperative Learning Ls. 2 _____ Jigsaw __X____ Problem Solving Ls. 1, 2, 3, 4 _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ 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: Decisions, Decisions, Decisions! **Grade Level:** 6-8

Number of Lessons in Unit: 3

Time Required for each lesson: 50 Minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

6th Grade Lesson 1: Opportunity Knocks, But It Costs, Too!

Materials/Special Preparations Required:

Steps to Effective Problem Solving handout
Steps to Effective Decision-Making handout
Two decision-making situations—one to use for class discussion and one to use for students' individual reflection.
Dry erase board, SMART board, or other visual display

7th Grade Lesson # 2: Give In or Not to Give In—That Is the Question!

Materials/Special Preparations Required:

Steps to Effective Problem Solving handout
Steps to Effective Decision-Making handout

8th Grade Lesson # 3: If It's to Be, It's Up to Me

Materials/Special Preparations Required:

Steps to Effective Problem Solving handout
Steps to Effective Decision-Making handout
Decorated shoe box with slot on top and a removable lid labeled "Pandora's Problem Box".
Blank paper (quartered) to use for students to write problems.
3-ring Binder with display panel
Dry erase board, SMART board, or other visual display
Notebook paper
1 sheet bright paper for binder cover

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.3 Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):

PS.3.A.06: Identify problem-solving, decision-making and refusal skills needed to make safe/healthy choices in social situations. (DOK Level 2)

PS.3.A.07: Utilize effective problem-solving, decision-making, and refusal skills needed to make safe/healthy choices in social situations. (DOK Level 4)

PS.3.A.08: Recognize peer influence on risk-taking behaviors and consequences. (DOK Level 2)

American School Counselor Association (ASCA) National Standard:

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

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

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	5. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

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Unit Essential Questions:

What is the cost of making poor decisions?

Unit Measurable Learning Objectives:

The student will write a reflection to solve one problem by outlining each of the decision-making steps.

The student will role play one situation in which he/she will need to say no. He/she will discuss how it felt to say no and write a brief reflection about the experience.

The student will demonstrate the six steps to effective problem solving in response to at least one problem scenario presented by the counselor.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Guided & Shared – reading, listening, viewing, thinking)
__X__ Indirect (Problem Solving; Reflective Discussion; Writing to Inform; Concept Formation; Concept Attainment)
__X__ Experiential (Role Playing)
_____Independent Study
__X__ Interactive Instruction (Role Playing; Discussion; Think, Pair, Share; Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will respond orally to reflection pieces and observations with regard to decision-making, problem solving and refusal skills.

Brief Summary of Unit:
Students will review problem solving skills learned in elementary grades. They will then utilize decision-making skills applied to problematic social situations. Refusal skills practice will be emphasized at the 7th grade level and finally, students will look at a variety of problematic situations for which they will brainstorm potential solutions.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students will need to know the steps to solving a problem learned in the elementary grades in order to be successful. These steps will be reviewed along with decision-making steps prior to each lesson.

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Unit 1 Title: Decisions, Decisions, Decisions!

Lesson Title: Opportunity Knocks, But It Costs, Too! **Lesson** 1 of 3

Grade Level: 6

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3 Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.A.06: Identify problem-solving, decision-making and refusal skills needed to make safe/healthy choices in social situations.

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)

Steps to Effective Problem Solving handout
Steps to Effective Decision Making handout
Two decision-making situations—one to use for class discussion and one to use for students' individual reflection.
Dry erase board, SMART board, or other visual display

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. 5. Comprehend and evaluate written, visual and oral presentations and works. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems

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	4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	4. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will write a reflection to solve one problem by outlining each of the decision making steps.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLE). Assessment can be question answer, performance activity, etc.

Students will be provided with a situation for which a decision is to be made. Students will write a reflection piece, outlining each of the decision-making steps they have used and what decision they have decided upon, which includes possible solutions, as well as possible outcomes for each solution. Students will also record what possible costs are involved with each possible solution.

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Lesson Preparation

Essential Questions: How do I make effective decisions?

Engagement (Hook): The facilitator asks students, "How many of you have made a decision today?" Students will be asked to share some of the decisions they have made. The instructor will acknowledge that making decisions is a part of everyday life and that many decisions are made with very little thought, such as what to eat or what to wear. Students will be asked if the decisions they make ever have a cost to them.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The instructor poses the above questions with the above acknowledgement.	1. Students respond accordingly with a show of hands if they have made any decisions that day, and then share decisions they have made that day.
2. The instructor indicates that there are many times when we are faced with tough problems that require more consideration and more effective decision-making. Sometimes decisions we make come with a cost. The instructor asks students if they can think of situations where the decisions students make might have a cost to them (i.e., **to visit my friends before school or look over my notes for a social studies test first hour**). Ask students what the possible cost might be with each potential decision.	2. Students respond by looking at some of the more difficult decisions they make as well as potential costs for them.
3. The instructor will have students review the problem solving steps they have learned in the elementary grades (See *Steps to Effective Problem Solving* handout).	3. Students will review the steps of problem solving with the instructor.
4. The instructor explains that there is a simple process for making better decisions. The instructor writes the following decision-making steps on the Smart board, dry erase board, or other visual display (See *Steps to Effective Decision Making* Handout).	4. Students will listen intently.
5. The instructor will discuss each step in	5. Students will participate in class discussion,

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detail, using the situation: **to visit my friends before school or look over my notes for a social studies test first hour.** Students will be reminded that they need to think about their interests and feelings, as well as the feelings and interests of others. Students will also be reminded that brainstorming and asking others for advice is helpful to get a good list of alternatives. The instructor will also emphasize that the ability to project possible outcomes is a key to taking risks. Students will need to know their own risk-taking limits, particularly where a friendship or relationship may be endangered.	applying the decision-making steps to the scenario provided and addressing their interests and feelings as well as those of others.
6. The instructor will write the following scenario on the board: **You are invited to a movie with your best friend. Two days later, a person with whom you have wanted to have a friendship asks you to go to a party with him or her on the same night. You need to make a decision about what you are going to do.** Students will be asked to write a reflective piece on how they would utilize the decision-making steps to resolve the situation, listing possible alternatives as well as the potential costs to them based on the decision they make.	6. Students will write a reflection piece on how they would utilize the decision-making steps to resolve the provided situation, which includes possible solutions, as well as possible outcomes for each solution. Students will also record what possible costs are involved with each possible solution, listing potential costs based on the decision they make.

Teacher Follow-Up Activities

Students will be asked to share their narratives out loud, if they like. The instructor will observe that not all students will decide upon the same solution and that is okay.

Counselor reflection notes (completed after the lesson)

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STEPS TO EFFECTIVE PROBLEM SOLVING

1. Identify the problem.
2. Brainstorm possible solutions.
3. List the pros and cons of each possible solution.
4. Choose a solution and use it.
5. Evaluate the results.
6. If the results are not satisfactory, choose and use another solution.

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STEPS TO EFFECTIVE DECISION-MAKING

1. Identify the decision to be made.
2. Brainstorm possible choices.
3. List the possible outcomes.
4. Make a decision.
5. Look at the results and make a new decision if possible or necessary.

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Course Description:

Personal/Social Development

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

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

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

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

UNIT DESCRIPTION: Decisions, Decisions, Decisions! Students will review problem-solving skills learned in elementary grades. They will then utilize decision-making skills applied to problematic social situations. Refusal skills practice will be emphasized at the 7th-grade level and finally, students will look at a variety of problematic situations for which they will brainstorm potential solutions. This unit contains three lessons and it is intended that one lesson will be presented in each grade level 6, 7, and 8. Please note that the lessons build on each other.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 50 minutes each
ESSENTIAL QUESTIONS: 1. What is the cost of making poor decisions?	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will write a reflection to solve one problem by outlining each of the decision making steps.		PS.3.A.06: Identify problem-solving, decision-making and refusal skills needed to make safe/healthy choices in social situations. PS.3.A.07: Utilize effective problem-solving, decision-making, and			P/S D C: Students will understand safety and survival skills.	Level 2 Level 4

		refusal skills needed to make safe/healthy choices in social situations. PS.3.A.08: Recognize peer influence on risk-taking behaviors and consequences.				Level 2
2. The student will role play one situation in which he/she will need to say no. She/he will discuss how it felt to say no and write a brief reflection about the experience.		PS.3.A.06 PS.3.A.07 PS.3.A.08			P/S D C	Level 2 Level 4 Level 2
3. The student will demonstrate the six steps to effective problem solving in response to at least one problem scenario presented by the counselor.		PS.3.A.06 PS.3.A.07 PS.3.A.08			P/S D C	Level 2 Level 4 Level 2

ASSESSMENT DESCRIPTIONS:

Students will respond orally to reflection pieces and observations with regard to decision-making, problem-solving and refusal skills**.**

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X__ Direct __X__ Indirect __X__ Experiential _____ Independent study __X__ Interactive Instruction
1	See Lessons: 6th Grade Lesson 1: Opportunity Knocks, But It Costs, Too!

2 3	7th Grade Lesson 2: Give In or Not to Give In 8th Grade Lesson 3: If It's to Be, It's Up to Me
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
 1 2 3	See Lessons: 6th Grade Lesson 1: Opportunity Knocks, But It Costs, Too! 7th Grade Lesson 2: Give In or Not to Give In 8th Grade Lesson 3: If It's to Be, It's Up to Me

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __X___ Guided & Shared - reading, listening, viewing, thinking (Ls. 2, 3)	__X___ Problem Solving (Ls. 1, 3) _____ Case Studies _____ Reading for Meaning _____ Inquiry __X___ Reflective Discussion (Ls. 1, 2, 3) __X___ Writing to Inform (Ls. 1) __X___ Concept Formation (Ls. 3) _____ Concept Mapping __X__ Concept Attainment (Ls. 3) _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations __X___ Role-playing (Ls. 2) _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates __X___ Role Playing (Ls. 2) _____ Panels _____ Brainstorming _____ Peer Partner Learning __X___ Discussion (Ls. 1) _____ Laboratory Groups __X___ Think, Pair, Share (Ls. 2, 3) _____ Cooperative Learning _____ Jigsaw __X__ Problem Solving (Ls. 1) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ 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 2 Title: Risky Business **Grade Level:** 6, 7 and 8

Number of Lessons in Unit: 3

Time Required for each lesson: 50 min

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

Lesson Titles:

6th Grade Lesson 1: Caution: Thin Ice!

Materials/Special Preparations Required

Story *Caution: Thin Ice*
List of *Risky behaviors*
RISKO Template
Buttons, M & M's, cereal, or other Bingo markers
SMART board, dry erase board, or other visual display

7th Grade Lesson 2: Putting on Armor

Materials/Special Preparations Required

Stories: *EMS Code Blue!* and *My Friend Shelbi*
Photocopied brick for each student

8th Grade Lesson 3: Ready to Remain Safe

Materials/Special Preparations Required

Personal Safety Plan Template
Story: *Where Are My Friends Now?*
List of *Risky Behaviors*

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectations (GLEs):

PS.3.B.06: Identify behaviors that compromise personal safety of self and others. (DOK Level - 2)
PS.3.B.07: Develop strategies to maintain personal safety. (DOK Level - 3)
PS.3.B.08: Apply strategies related to personal safety. (DOK Level - 4)

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

C: Students will understand safety and survival skills.

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

	Goal 1: gather, analyze and apply information and ideas 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.

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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.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements. 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 4. Evaluate the processes used in recognizing and solving problems. 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem 8. Assess the cots, benefits and other consequences of proposed solutions.,
X	Goal 4: make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English. 4. Writing formally and informally 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations .6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors
	Fine Arts	

Unit Essential Questions:

What does safety mean to me?

Unit Measurable Learning Objectives:

The student will identify ten risky behaviors. The student will determine one skill, tool, or person that will separate him or her from risky

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behaviors.
The student will complete a personal safety plan including at least one stressor and one coping strategy.

Unit Instructional Strategies/Instructional Activities:

_X_Direct (Guided and Shared-reading, listening, viewing, thinking)
_X_Indirect (Case Studies, Concept Formation, Concept Mapping)
_X_Experiential (Games, Role-playing)
____Independent Study
_X_Interactive Instruction (Discussion, Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will complete a Personal Safety Plan.

Brief Summary of Unit:
Students will review the steps of decision-making and problem-solving and use these skills to make good choices. Students will practice these skills through role playing and a game of RISKO. The final project will be a Personal Safety Plan outlining what they have learned and how they will use it.

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

1. Steps to Problem Solving
2. Steps to Decision-Making

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Unit 2 Title: Risky Business!

Lesson Title: Caution: Thin ice! **Lesson** 1 of 3

Grade Level: 6

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):
PS.3.B.06.a.i: Identify behaviors that compromise personal safety of self and others.

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

Materials (include activity sheets and/ or supporting resources)

Story: *Caution: Thin Ice!*
Smart board, dry erase board, or other visual display
RISKO Template
List of *Risky Behaviors*
Buttons, M & M's, cereal, or other Bingo markers

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

	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements
X	Goal 4: make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors

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	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify ten risky behaviors.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Students will complete the RISKO template, listing 24 risky behaviors.

Lesson Preparation

Essential Questions: What are unsafe behaviors and how can they affect your life?

Engagement (Hook): The facilitator reads the story *Caution: Thin Ice*!

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The instructor reads the story *Caution: Thin Ice* and prompts for student feelings and input about the story and how the main idea of the story might relate to other unsafe practices.	1. Students listen to story and respond with comments or questions.
2. The instructor facilitates brainstorming of a list of unsafe behaviors and adds additional unsafe behaviors from the list of *Risky Behaviors* if necessary. The instructor then lists the behaviors on SMART board, dry erase board, or other-visual display and leads a discussion about why the behaviors are risky.	2. Students brainstorm unsafe behaviors.
3. Instructor gives out RISKO templates and instructs students to randomly fill out templates with different risky behaviors listed on the board.	3. Students fill out RISKO template.
4. Instructor randomly chooses behaviors to "call" as students play the Bingo game.	4. Students play RISKO.

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Teacher Follow-Up Activities

Students will be asked to write a short narrative about what they have learned about risky behaviors.

Counselor reflection notes (completed after the lesson)

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Caution: Thin Ice!

The wind whistled by as he ran down the hill toward the lake. An early morning snowfall meant no school for the day and he was anxious to join his friends for an afternoon of fun. He noticed a small dusting of snow covered the surface of the lake and he quickly read a sign that said "CAUTION: Thin ice!" "Surely that was for spring", he thought, "it's safe now." After all, everyone else was out on the lake on the other side. Everyone else was doing it, so it had to be safe.

Gingerly, he stepped out onto the lake. For a moment he reconsidered. He remembered his father's warnings about the lake's quick thaws, he remembered the sign… "Hey, Jimmy! Hurry up!" he heard from across the lake. He saw his friends motioning him over. To turn back now would mean having to face the taunts of the other guys. No way was he going through that!

A few steps later he knew he was in trouble. Lines of ice severed in all directions. He couldn't go back. He couldn't go forward…..

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RISKY BEHAVIORS

Smoking

Alcohol use/abuse

Drug use

Promiscuity/unprotected sex

Chatting with strangers on the internet

Reckless driving/racing

Drunk driving

Riding with friends who have been drinking

Taking risky dares

Anorexia/Bulimia/Purging

Truancy

Dropping out of school

Missing curfew

Going to isolated places alone

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RISKO TEMPLATE

R	I	S	K	O
		RISK-FREE ZONE		

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Course Description:

Personal/Social Development

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

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

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

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

UNIT DESCRIPTION: Risky Business Students will review the steps of decision-making and problem-solving and use these skills to make good choices. Students will practice these skills through role playing and a game of RISKO. The final project will be a Personal Safety Plan outlining what they have learned and how they will use it.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 50 minutes each
ESSENTIAL QUESTIONS: 1. What does safety mean to me?	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify ten risky behaviors.		PS.3.B.06: Identify behaviors that compromise personal safety of self and others. PS.3.B.07: Develop strategies to maintain personal safety. PS.3.B.08: Apply strategies related to personal safety.			P/S D C: Students will understand safety and survival skills.	Level 2 Level 3 Level 4
2. The student will determine one skill, tool, or person that will separate him or her from risky behaviors.		PS.3.B.06 PS.3.B.07 PS.3.B.08			P/S D C	Level 2 Level 3 Level 4

3. The student will complete a personal safety plan including at least one stressor and one coping strategy.		PS.3.B.06 PS.3.B.07 PS.3.B.08			P/S D C	Level 2 Level 3 Level 4

ASSESSMENT DESCRIPTIONS:

Students will complete a Personal Safety Plan.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X__ Direct __X__ Indirect __X__ Experiential _____ Independent study __X__ Interactive Instruction
1 2 3	See Lessons: 6th Grade Lesson 1 Caution: Thin Ice! 7th Grade Lesson 2 Putting on Armor 8th Grade Lesson 3 Ready to Remain Safe
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: 6th Grade Lesson 1 Caution: Thin Ice! 7th Grade Lesson 2 Putting on Armor 8th Grade Lesson 3 Ready to Remain Safe

Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __X___ Guided & Shared - reading, listening, viewing, thinking (Ls. 2, 3)	_____ Problem Solving __X___Case Studies (Ls. 1, 2) _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform __X___ Concept Formation (Ls. 2) __X___Concept Mapping (Ls. 3) _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations __X___ Games (Ls. 1) _____ Storytelling _____ Focused Imaging _____ Field Observations __X__ Role-playing (Ls. 2) _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning __X___ Discussion (Ls. 1) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw __X___ Problem Solving (Ls. 3) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ 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 3 Title: It's Life… Deal With It! **Grade Levels:** 6-8

Number of Lessons in Unit: 3

Time Required for each lesson: 50 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

6th Grade Lesson 1: The Hope to Cope: Coping Skills

Materials/Special Preparations Required:

- Index Cards
- Small file box for each student
- Writing Utensil
- SMART board, dry erase board, or other visual display
- *Steps for Reacting to Stress* Handout

7th Grade Lesson 2: Lean Mean Coping Machine!

Materials/Special Preparations Required:

- *Your Choice* Handout
- SMART board, dry erase board, or other visual display
- Writing Utensil

8th Grade Lesson 3 Life … Bring It On!

Materials/Special Preparations Required:

- Scissors, glue, markers
- Magazines
- Poster board
- Counselor Collage of their Coping Skills

Missouri Comprehensive Guidance and Counseling Big Idea:

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

Grade Level Expectations (GLEs):

PS.3.C.06: Review and revise strategies to cope with life-changing events. (DOK Level -3)
PS.3.C.07: Apply coping skills to manage life-changing events. (DOK Level - 4)
PS.3.C.08: Evaluate coping skills to manage life-changing events. (DOK Level - 4)

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

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

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

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works.

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	8. Organize data (including personal card file), information and ideas into useful forms (including outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 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. Identity problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

How does one weigh the value of positive and negative coping skills?

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Unit Measurable Learning Objectives:

The student will identify ten positive and negative coping skills.
The student will identify five coping skills used to make decisions presented in *Your Choice* Handout.
The student will design and present a collage representing personal strengths and coping skills.

Unit Instructional Strategies/Instructional Activities:

_X__ Direct (Drill & Practice; Compare & Contrast; Didactic Questions; Demonstrations; Guided & Shared- reading, listening, viewing, thinking)
_X__ Indirect (Problem Solving; Reflective Discussion)
_____ Experiential
_X__ Independent Study (Reports; Learning Activity)
_X__ Interactive Instruction (Brainstorming; Discussion)

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.

Assessment of this unit will be completed by a final evaluation of student work, i.e. student card file, prioritizing activity and artistic presentation.

Brief Summary of Unit:

In this unit students will review, apply and evaluate their personal coping skills related to making major life-changing decisions. Students will do this through the process of compiling an index card file of coping strategies, a prioritizing activity and by constructing an artistic presentation representing their personal coping styles.

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

Steps in the decision-making process.

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Unit 3 Title: It's Life… Deal With It!

Lesson Title: The Hope to Cope: Coping Skills **Lesson** 1 of 3

Grade Level: 6

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.C.06: Review and revise strategies to cope with life-changing 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)

Index Cards
Small file box for each student
Writing Utensil
SMART board, dry erase board, or other visual display
Steps for Reacting to Stress Handout

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

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works. 8. Organize data (including personal card file), information and ideas into useful forms (including outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 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. Identity problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems

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	5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify ten positive and negative coping skills.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLE). Assessment can be question answer, performance activity, etc.

Students will reflect on the positive and negative coping strategies.

Lesson Preparation

Essential Questions: How does one weigh the value of positive and negative coping skills in life situations?

Engagement (Hook): The facilitator asks students, “How many of you have made a decision today?” Ask students to share some of the decisions they have made today. Acknowledge that

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experiencing stress when making decisions is a part of everyday life. Stress is OK because it can charge you with a sense of responsibility. When one does not know how to monitor stress, this may impact the effectiveness of coping skills. Many decisions are made with very little thought, such as what to eat or what to wear. Other decisions require a well thought out line of reasoning, such as how to choose a college major or how to say "no" when the result will be upsetting a friend. Ask students if the decisions they make ever have a cost to them. Ask students how they coped with the stress caused by the cost.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The instructor presents the idea that when a decision is made in life, we all experience different levels of stress. The instructor states that one should be aware of what causes positive and negative ways of coping with factors that can interfere in decision making.	1. Students respond accordingly with a show of hands if they have made any decisions that day, how much stress they experienced, and what they did to cope with the aftermath of the decision.
2. The instructor indicates that there are many times when we are faced with life situations that require more consideration and more effective decision-making. Sometimes decisions that we make have a cost to them. The instructor states to students that there are positive and negative coping skills that will help one in dealing with these costs.	2. Students respond by looking at some of the more difficult decisions they make as well as potential costs for them.
3. The instructor explains that the purpose in making decisions is to deal with a problem or an issue. Instructor passes out *Steps for Reacting to Stress* Handout with a list of coping skills related to the stress associated with decision making. As the instructor reads with students a list of ways of coping with stress, students are asked to indicate with a plus (+) sign those that they feel are positive ways to handle stress. The student is also asked to indicate those that they feel are negative ways to handle stress with a - sign.	3. Students will follow the instructor's directions.
4. The instructor processes the responses with the students, writing these questions on the visual display and asking the students: a)	4. Students will listen and engage in discussion.

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How are you doing? b) How many pluses? c) How many minuses? d) What do you need to do to lower the number of minuses as your usual coping skills? e) What kind of help would you look for to assist and support you?	
5. The instructor passes out index cards and asks the students to write skills that have been positive ways of coping with stress for them. The instructor asks the students to write coping skills that they have used that have have been negative ways of coping with stress. The following questions will guide the discussion: a) What does this personal card file of positive and negative coping skills look like now? b) If you were to rearrange any of the cards (positive or negative) in your file, what would you do?	5. Students will participate in class discussion, build their personal file of coping skills and reflect on the number of positive and negative coping skills and what this means in the decision-making process.

Teacher Follow-Up Activities

The instructor will periodically discuss with the class how they have been applying their coping skills in their daily decision-making situations, emphasizing the importance of creating new and positive coping skills while replacing the negative coping skills.

Counselor reflection notes (completed after the lesson)

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STEPS FOR REACTING TO STRESS

You encounter stressful situations on a regular basis. Stress will be a normal part of the decision-making process. As you read this list of ways of coping with stress, choose those that you feel are positive ways to handle stress and put a + (plus) in front of it. Choose those that you feel are negative ways to handle stress and put a – (minus) in front of it.

1. Over-eating and under-eating
2. Discuss the problem and possible solution with a friend
3. Eat well as a part of your daily routine
4. Talk a lot or say very little
5. Take time to relax
6. Ignore the problem and pretend it will go away by itself
7. Act angry and irritable
8. Give up and do nothing to solve the problem
9. Withdraw from people and spend a lot of time alone
10. Try alcohol or drugs to cope with the problem

Go over the list a second time and circle the reactions that best describe your usual way to cope with stress.

Count your pluses. Count your minuses. Answer the following questions:

- How are you doing?
  How many pluses?
  How many minuses?

- What do you need to do to lower the number of minuses as your usual coping skills?

- What kind of help would you look for to assist and support you?

Now let's build a personal card file of positive and negative ways to handle stress. Write on some cards the coping skills that you have used that have been positive ways of coping with stress. Write on other cards the coping skills that have used that have been negative ways of coping skills with stress.

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Course Description:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: It's Life… Deal With It! In this unit, students will review, apply and evaluate their personal coping skills related to making major life-changing decisions. Students will do this through the process of compiling an index card file of coping strategies, a prioritizing activity and by constructing an artistic presentation representing their personal coping styles.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 50 minutes each

ESSENTIAL QUESTIONS:
1. How do I cope?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify ten positive and negative coping skills.		PS.3.C.06: Review and revise strategies to cope with life-changing events. PS.3.C.07: Apply coping skills to manage life-changing events. PS.3.C.08: Evaluate coping skills to manage life-changing events.			P/S D C: Students will understand safety and survival skills.	Level 3 Level 4 Level 4

2. The student will identify five coping skills used to make decisions presented in *Your Choice* worksheet.		PS.3.C.06 PS.3.C.07 PS.3.C.08			P/S D C	Level 3 Level 4 Level 4
3. The student will design and present a collage representing personal strengths and coping skills.		PS.3.C.06 PS.3.C.07 PS.3.C.08			P/S D C	Level 3 Level 4 Level 4

ASSESSMENT DESCRIPTIONS:
Assessment of this unit will be completed by a final evaluation of student work, i.e. student card file, prioritizing activity and artistic presentation.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X__ Direct __X__ Indirect _____ Experiential __X__ Independent study __X__ Interactive Instruction
1 2 3	See Lessons: 6th Grade Lesson 1: The Hope to Cope: Coping Skills 7th Grade Lesson 2: Lean Mean Coping Machine! 8th Grade Lesson 3: Life…Bring It On!
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: 6th Grade Lesson 1: The Hope to Cope: Coping Skills 7th Grade Lesson 2: Lean Mean Coping Machine! 8th Grade Lesson 3: Life…Bring It On!

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching __X___ Drill & Practice (Ls. 1) __X___ Compare & Contrast (Ls. 1) _____ Didactic Questions __X___ Demonstrations (Ls. 3) __X___Guided & Shared - reading, listening, viewing, thinking (Ls. 3)	__X___ Problem Solving (Ls. 1) _____ Case Studies _____ Reading for Meaning _____ Inquiry __X___ Reflective Discussion (Ls. 2) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs __X___ Reports (Ls. 3) __X___ Learning Activity Packages (Ls. 3) _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels __X___ Brainstorming (Ls. 3) _____ Peer Partner Learning __X___ Discussion (Ls. 2, 3) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing

					_____ 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: The Successful Student **Grade Level:** 6-8

Number of Lessons in Unit: 4

Time Required for each lesson: 45 minutes

Lesson Titles:

Grade 6:

Lesson 1 Picturing the Successful Student

Materials and special preparation:

Markers and tape

Handout *"Characteristics/Qualities of a Successful Student"* (1 for each student group)

Lesson 2 What's Your Style?

Materials and special preparation:

Learning style inventory or other tool to help students find their best method of learning.

http://www.berghuis.co.nz/abiator/lsi/lsiframe.html is one free resource on the website of Abiators Online Learning Style. This web site includes assessments that may be completed and scored on line. Assessments include learning style, multiple intelligences and critical thinking style. In addition to assessments, the site includes strategies appropriate for each learning style. The vocabulary of the assessments is appropriate for a wide range of reading levels – for readers who are not yet fluent, the assessments may be read to the learner.

Grade 7:

Lesson 3 Let's Review for Better Achievement

Materials and special preparation:

Sam the Slacker Story

Sample page from a personal planner (or use an assignment book, calendar, or a handheld device)

*Study Skills Tips Ha*ndout

Test-Taking Tips Handout

Skill Cards Worksheets (you will need copies of all three worksheets for each group you plan on having: then cut and bundle the skill cards for distribution to each group)

Blank Time Management Skills, Study Skills and *Test-Taking Skills Worksheets* (you will need copies of all three blank worksheets for distribution to each group.)

Counselor Resource for Categorizing Skills

Grade 8:

Lesson 4 Just Checking

Materials and special preparation:

Introduction

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Just Checking Checklist-*Goal-Setting* Sheet for backside
Tips for Setting Goals Information Sheet
Effective Management System Tips Information Sheet
Counselor may wish to provide sample assignment book page, calendar page, or palm pilot screen from school's adopted management system

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4 Applying Skills Needed for Educational Achievement

Grade Level Expectations (GLEs):
AD.4.A.06: Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources. (DOK - 3)
AD.4.B.06: Develop and practice a self-management system to promote academic success. (DOK - 4)
AD.4.A.07: Demonstrate and refine study skills and test-taking strategies utilizing available academic resources. (DOK - 3)
AD.4.B.07: Demonstrate and refine a self –management system to promote academic success. (DOK - 3)
AD.4.A.08: Consistently apply a system of study skills and test-taking strategies to promote academic success. (DOK - 4)
AD.4.B.08: Consistently apply a self-management system to promote academic success. (DOK - 4)

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 initiate and refine research 4. Use technological tools and other resources to locate, select and organize information 6. Discover and evaluate patterns and relationships in information, ideas, and structures. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 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

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	2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving 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 4. Recognize and practice honesty and integrity in academic and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6 Identify tasks that require a coordinated effort and work with others to complete those tasks

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	Reading, writing, discussion, evaluating information
	Mathematics	
X	Social Studies	Relationships of individuals and groups; social inquiry
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What does a successful student look like?
What choices do you make that impact your success as a student?
Why don't we all learn the same way on the same day?

Unit Measurable Learning Objectives:

The student will describe five qualities and/or characteristics of a successful student.
The student will write a paragraph describing his/her individual learning style and cite three ways his/her academic achievement can improve using learning style strategies.
The student will identify two or more skills in the categories of study skills, test-taking skills, and self-management skills.
The student will develop two academic success goals and three action steps that can be utilized to accomplish each goal.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Structured Overview, Explicit Teaching, Compare & Contrast, Guided & Shared)
__X__ Indirect (Problem Solving, Case Studies, Reflective Discussion, Concept Mapping)
__X__ Experiential (Surveys)
__X__ Independent Study (Essays, Learning Contracts)
__X__ Interactive Instruction (Brainstorming, Discussion, Think, Pair Share, Cooperative Learning, Problem Solving

Unit Summative Assessment (acceptable evidence):

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Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Getting Your Grades Together survey and performance activity. Summative Assessment will take place during the 8th grade lesson. Learners will assess their own study skills via the *Getting Your Grades Together* survey. After assessing their skills, students will write an essay describing their plans for applying what they have learned in middle school to high school work. Essays will include the following elements: Discussion of strengths and limitations in the areas of: Time Management Skills, Study Skills, and Test-taking Skills and the steps to personal success in each skill area. This will be a formal essay and follow the conventions of standard English. To add interest, essay may be written as a letter to self.

Brief Summary of Unit:
Students will participate in group discussions involving time management skills, study skills, learning styles, goal-setting, and test-taking strategies.

6th Grade lessons include strategies that help students explore the characteristics and skills of successful learners and strategies designed to help students identify their learning styles.

7th Grade lesson is designed to help students become familiar with the purposes Time Management Skills, Study Skills and Test-taking Skills.

8th Grade: As a summative activity, students will evaluate their current management, study, and test-taking skills using the survey and performance activity, *Getting Your Grades Together*.

NOTE: The counselor/instructor has some latitude with this unit. Some may wish to use *Getting Your Grades Together* for pre- and post-assessment. Others may wish to introduce this activity at the beginning of 6th grade and again at the conclusion of 8th grade. Still others may use this survey throughout the middle school process. The short-answer and essay questions are designed for the post-test phase at the end of 8th grade, but may be omitted when using the survey for earlier grades.

The counselor/instructor may want to use the survey information to work with at-risk students to discuss student perceptions versus student performance.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Basic working vocabulary related to time management skills, study skills, and test-taking skills.

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Unit #1 Title: The Successful Student

Lesson Title: Picturing the Successful Student **Lesson #:** 1 of 4

Grade Level: 6

Length of Lesson: 45 min.

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4 Applying Skills Needed for Educational Achievement

Grade Level Expectations (GLEs):
AD.4.A.06: Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources.
AD.4.B.06: Develop and practice a self-management system to promote academic success.

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)

Markers and tape
Handout "*Characteristics/Qualities of a Successful Student*" (1 for each student group)

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. 5. Comprehend and evaluate written, visual and oral presentations and works. 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 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 experience in preventing or solving problems 7. Evaluate the extent to which a strategy addresses the problem

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X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	Writing, evaluating information
	Mathematics	
X	Social Studies	Relationships of individuals and groups
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will describe five qualities and/or characteristics of a successful student.

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.
Learners will work in cooperative-learning groups to identify the characteristics of a successful learner. Students will identify at least five characteristics that will be most helpful for them.

Lesson Preparation

Essential Questions:
What does a successful student look like?

Engagement (Hook):
What does a successful student look like?

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
NOTE: Counselor/Instructor actively encourages participation by all students and monitors student participation making note of those who do not participate. These students may be candidates for Responsive Services, e.g., small groups focusing on participation skills.	
1. Pose the following question: "What does a successful student look like?" Point out that being a successful student requires more than "looking" successful.	1. Class discussion
2. Divide students into groups and assign group member responsibilities. Give the following instructions: "Brainstorm the qualities/ characteristics of a successful student. The group recorder will write those qualities on the handout "*Characteristics of a Successful Student*." Monitor the progress of the group and check for cooperative behavior.	2. Students work on the project in cooperative groups of four. Assign roles: Recorder, Encourager, Monitor and Reporter.
3. As the students share the results of their group work, the counselor/instructor or assigned student will write the characteristics of the successful student on the chart paper.	3. Students share results with the rest of the class.
4. Pose the questions "What one characteristic stands out as being potentially helpful for you? How might you incorporate the characteristic into your actions?"	4. Students identify characteristics and give an example of when and/or how the characteristic will be used. Have students write which characteristics will be the most beneficial to them and how they will use this characteristic to improve their academic success.
5. During the next lesson you will analyze your learning style: how, when, where, you learn the best. Between now and then, be aware of the choices you make about where to study.	5. Students reflect on choices made.

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Teacher Follow-Up Activities

Counselor/instructor posts the chart with the characteristics of the successful student in the classroom. The teacher will reinforce the qualities/characteristics of a successful student periodically throughout the year. The teacher/counselor/students will add at least quarterly other qualities/characteristics to the chart as the year progresses.

Counselor reflection notes (completed after the lesson)

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Characteristics/Qualities of a Successful Student

Your group will brainstorm qualities of a successful student. Write the qualities below and be ready to share with the class.

1: _____

2. _____

3: _____

4: _____

5: _____

6: _____

7: _____

8: _____

9: _____

10: _____

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Unit #1 Title: The Successful Student

Lesson Title: What's Your Style? **Lesson #:** 2 of 4

Grade Level: 6

Length of Lesson: 45 min.

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4 Applying Skills Needed for Educational Achievement

Grade Level Expectations (GLEs):
AD.4.A.06: Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources.
AD.4.B.06: Develop and practice a self-management system to promote academic success.

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)

Learning style inventory or other tool to help students find their best method of learning.

Learning Style resources are readily available, either in print or online. It may be that the school district is using a learning styles inventory; if so, using the information gained from prior inventories will help students understand the inter-connectedness of the district's Comprehensive Guidance Program and other curriculum areas.

http://www.berghuis.co.nz/abiator/lsi/lsiframe.html is one free resource (this is just one example) on the website of Abiators Online Learning Style. This web site includes assessments that may be completed and scored on line. Assessments include learning style, multiple intelligences and critical thinking style. In addition to assessments, the site includes strategies appropriate for each learning style. The vocabulary of the assessments is appropriate for a wide range of reading levels – for readers who are not yet fluent, the assessments may be read to the learner.

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 and information, ideas and structures. 7. Evaluate the accuracy of information and the reliability of its sources. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation.

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	10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 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 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: Make decisions and act as responsible members of society. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 8. Explore, prepare for, and seek educational and job opportunities.

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	Speaking and writing: reading, evaluating information, writing formally: participating in discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will write a paragraph describing his/her individual learning style and cite three ways his/her academic achievement can improve using learning style strategies.

Lesson Formative Assessment (acceptable evidence):

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

Students will complete a learning style assessment and evaluate the information gained to determine accuracy in terms of what they know about themselves as learners. They will then identify and implement strategies related to their preferred learning styles in the areas of self-management, study skills, goal setting, and test taking.

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Lesson Preparation

Essential Questions:
Why don't we all learn the same way?

Engagement (Hook):
The counselor/instructor meets with three confident students in advance of the lesson (giving them instructions for the activity described as student A, B, and C). To the class, the counselor says, "Let's watch each of these students study." Student A is studying the math fact "8 x 9" by writing it repeatedly on the board. Student B is studying the math fact by saying it out loud repeatedly. Student C is studying it by using his/her fingers (1 x 9 is 9, pinky on left hand down and holding up remaining 9 fingers; 2 x 9 is 18, holding up pinky on left hand, ring finger down, remaining fingers up, etc.).

The counselor takes a poll of the class, asking: Raise your hand to indicate which of the three students is studying correctly. A? B? C? The counselor continues, "Each of these students is studying correctly depending on his or her individual learning style. Today, we are going to find out how each of **YOU** learns best."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor/instructor will assist the students in completing a learning style inventory, whether print or online.	1. Students will complete (score and interpret) inventory.
2. Divide class by each student's learning styles. Then give groups information about strategies that work for each learning style. Ask the students to pick out those strategies that they are already using and discuss those with their group. Strategies are available on the website listed above.	2. Students will discuss strategies that can benefit their learning.
3. Ask students if there are some learning techniques they haven't considered before.	3. Students will discuss alternative learning strategies.
4. Have students write a "What's my style and how can I maximize it?" paragraph about their individual learning styles and ways they can improve academic achievement using learning style strategies. Have students share their findings with a partner.	4. Each student will write a paragraph regarding his or her learning style preferences and with a partners. Partners will give each other feedback about the strategies each one uses to enhance learning.
5. The counselor/instructor will keep copies of student learning style information for	5. Students will record the results of their learning style inventory in their portfolios

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future reference.	and/or another storage system for future reference.

Teacher Follow-Up Activities

The counselor/instructor will share inventory results with classroom teacher and encourage classroom teacher to use the information or to be aware of students' learning styles. The counselor may also wish to send copies of the information home with students to make parents aware of their student's learning styles and ways that the student can study more effectively.

Counselor reflection notes (completed after the lesson)

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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: The Successful Student Students will participate in group discussions involving self-management skills, study skills, learning styles, goal-setting, and test-taking strategies. 6th Grade lessons include strategies that help students explore the characteristics and skills of successful learners and strategies designed to help students identify their learning styles. 7th Grade lesson is designed to help students become familiar with the purposes Self-Management Skills, Study Skills and Test-taking Skills. 8th Grade: As a summative activity, students will evaluate their current management, study, and test-taking skills using the survey and performance activity, *Getting Your Grades Together*. NOTE: The counselor/instructor has some latitude with this unit. Some may wish to use *Getting Your Grades Together* for pre- and post-assessment. Others may wish to introduce this activity at the beginning of 6th grade and again at the conclusion of 8th grade. Still others may use this survey throughout the middle school process. The short-answer and essay questions are designed for the post-test phase at the end of 8th grade, but may be omitted when using the survey for earlier grades. The counselor/instructor may want to use the survey information to work with at-risk students to discuss student perceptions versus student performance.	**SUGGESTED UNIT TIMELINE:** 4 Lessons **CLASS PERIOD (min.):** 45 minutes each

ESSENTIAL QUESTIONS:

1. What does a successful student look like?
2. What choices do you make that impact your success as a student?
3. Why don't we all learn the same way on the same day?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will describe five qualities and/or characteristics of a successful student.		AD.4.A.06: Develop and practice		RI.6.1 RI.6.4	AD A Students will	DOK – 3

		study skills and test-taking strategies specific to each academic area and identify available resources. AD.4.B.06: Develop and practice a self-management system to promote academic success. AD.4.A.07: Demonstrate and refine study skills and test-taking strategies utilizing available academic resources. AD.4.B.07: Demonstrate and refine a self –management system to promote academic success. AD.4.A.08: Consistently apply a system of study skills and test-taking strategies to promote academic success. AD.4.B.08: Consistently apply a self-management system to promote academic success.		W.6.1 W.6.2 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK – 4 DOK – 3 DOK – 3 DOK - 4 DOK – 4
2. The student will write a paragraph describing his/her individual learning style and cite three ways his/her academic achievement can improve using learning style strategies.		AD.4.A.06. AD.4.B.06 AD.4.A.07. AD.4.B.07 AD.4.A.08 AD.4.B.08		RI.6.1, 4 W.6.1, 2 SL.6.1 L.6.1-6	AD A	DOK – 3 DOK – 4 DOK – 3 DOK – 3 DOK – 4 DOK - 4

3. The student will identify two or more skills in the categories of study skills, test-taking skills, and self-management skills.		AD.4.A.06 AD.4.B.06 AD.4.A.07 AD.4.B.07 AD.4.A.08 AD.4.B.08		RI.7.1 RI.7.4 SL.7.1 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6	AD A	DOK – 3 DOK – 4 DOK – 3 DOK – 3 DOK – 4 DOK – 4
4. The student will develop two academic success goals and three action steps that can be utilized to accomplish each goal.		AD.4.A.06 AD.4.B.06 AD.4.A.07 AD.4.B.07 AD.4.A.08 AD.4.B.08		RI.8.4 W.8.1 W.8.10 SL.8.1 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	AD A	DOK – 3 DOK – 4 DOK – 3 DOK – 3 DOK – 4 DOK - 4

ASSESSMENT DESCRIPTIONS*:

Getting Your Grades Together survey and performance activity. Summative Assessment will take place during the 8th grade lesson. Learners will assess their own study skills via the *Getting Your Grades Together* survey. After assessing their skills, students will write an essay describing their plans for applying what they have learned in middle school to high school work. Essays will include the following elements: Discussion of strengths and limitations in the areas of: Self-Management Skills; Study Skills, and Test-taking skills and the steps to personal success in each skill area. This will be a formal essay and follow the conventions of standard English. To add interest, essay may be written as a letter to self.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based):** **(Teacher Methods)**
	__x___ Direct __x___ Indirect __x___ Experiential __x___ Independent study __x___ Interactive Instruction
1 2 3 4	See Lessons: Grade 6: Lesson 1 Picturing the Successful Student Lesson 2 What's Your Style? Grade 7: Lesson 3 Let's Review for Better Achievement

	Grade 8: Lesson 4 Just Checking
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	See Lessons: Grade 6: Lesson 1 Picturing the Successful Student Lesson 2 What's Your Style? Grade 7: Lesson 3 Let's Review for Better Achievement Grade 8: Lesson 4 Just Checking

Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
__x___ Structured Overview (Ls. 4) _____ Lecture __x___ Explicit Teaching (Ls. 4) _____ Drill & Practice __x___ Compare & Contrast (Ls.2- 4) _____ Didactic Questions _____ Demonstrations __x____ Guided & Shared - reading, listening, viewing, thinking (Ls. 1-2-3-4)	___x__ Problem Solving (Ls. 3) ___x__ Case Studies (Ls. 3) _____ Reading for Meaning _____ Inquiry __x___ Reflective Discussion (Ls.1-2-3- 4) _____ Writing to Inform _____ Concept Formation __x___ Concept Mapping(Ls. 3) _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building ___x__ Surveys (Ls.2- 4)	___x__ Essays (Ls. 2) _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons ___x__ Learning Contracts (Ls. 4) _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels __x___ Brainstorming (Ls. 1-3-4) _____ Peer Partner Learning ___x__ Discussion (Ls. 1) _____ Laboratory Groups ___x__ Think, Pair, Share (Ls. 1-4) ___x__ Cooperative Learning (Ls. 1) _____ Jigsaw ___x__ Problem Solving (Ls. 3) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ 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: Great Expectations! **Grade Level:** 6 & 7

Number of Lessons in Unit: 2

Time Required for each lesson: 50 minutes

Best time of year to implement this Unit: 1st Quarter

Lesson Titles:
Grade 6:
Lesson 1: Sixth Grade is a Ball!
Materials/Special Preparations Required:
11 Soft Nerf-like Balls
Homework and Activity Log
Student Planners, Agenda or Assignment Notebooks
Counselor will need to have teacher distribute Log Activity Sheets to students the day before this lesson.
Planner Usage Rubric (To be used as an assessment instrument periodically throughout the school term.)

Grade 7:
Lesson 2: Get Ready, Get Set, Get Organized!
Materials/Special Preparations Required:
Student Planners, Agenda or Assignment Notebooks (daily, weekly & monthly)
Index Cards
Projection or visual display: Goal Suggestions
Planner Usage Rubric (To be used as an assessment instrument periodically throughout the school term.)

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

Grade Level Expectation (GLEs):
AD.5.A.06: Demonstrate the ability to adjust to changing school structures and continue to meet academic expectations. (DOK Level – 4)
AD.5.A.07: Recognize ongoing academic expectations and develop strategies to meet increased demands. (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

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	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
	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 4. evaluate the processes used in recognizing and solving problems 7. evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	Writing formally (such as reports, narratives, essays) and informally (such as outlines and notes). Participating in formal and informal presentations and discussions of issues and ideas.
X	Mathematics	Data analysis, probability and statistics
	Social Studies	
	Science	
X	Health/Physical Education	Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Unit Essential Questions:

How do people prepare for the unknown?

Unit Measurable Learning Objectives:

The student will complete the homework and activity log to compare how activities have changed from last year and will change again next year.

The student will write three transition goals and discuss them with their peers.

Unit Instructional Strategies/Instructional Activities:

_X_Direct (Compare & Contrast; Demonstrations)
_X_Indirect (Reflective Discussion)
____Experiential
_X_Independent Study (Learning Logs)
_X_Interactive Instruction (Brainstorming; Peer Partner Learning; Discussion

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Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will address transition from grade to grade by completing the *Homework Activity Log* and writing three goals for transitioning.

Brief Summary of Unit: Students will be learning how to plan for the new demands of middle school. Academics, changing schedules, extracurricular activities and other middle school activities will influence the success of their transitioning process.

Sixth grade emphasizes the skills of self-management and the usage of a planner. Students will review the tasks they need to accomplish in order to reach goals efficiently. Activity logs and related logs and utilization of personal planners will help in transitioning from grade level to grade level.

In seventh grade, greater emphasis is placed on the usage of a student planner and how planners can be used as organizational and stress management tools to meet academic expectations at one grade level while preparing to make the transition to the next grade level.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
The steps to solving a problem, analyzing information, setting goals and refining goals.
Vocabulary: Transition, Planners, Agenda, Rubric

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Unit # 1 Title: Great Expectations!

Lesson Title: Sixth Grade is a Ball! **Lesson:** 1 of 2

Grade Level: 6

Length of Lesson: 50 minutes

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

Grade Level Expectation (GLE):
AD.5.A.06: Recognize ongoing academic expectations and develop strategies to meet increased demands.

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)

Soft Nerf-like Balls (11)
Homework and Activity Log for each student (classroom teacher will distribute explain these logs to students the day before the lesson.)
Student planners, agenda or assignment notebooks
Planner Usage Rubric (To be used as an assessment instrument periodically throughout the school term.)

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

X	Goal 1: gather, analyze and apply information and ideas 6. discover and evaluate patterns and relationships in information, ideas and structures 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	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 4. evaluate the processes used in recognizing and solving problems 7. evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals

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

	Academic Content Area(s)	Specific Skill(s)
	Communication Arts	Writing formally (such as reports, narratives, essays)

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X		and informally (such as outlines and notes). Participating in formal and informal presentations and discussions of issues and ideas.
X	Mathematics	Data analysis, probability and statistics
	Social Studies	
	Science	
X	Health/Physical Education	Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will complete the *Homework and Activity Log* to compare how activities changed from last year, and will change again next year.

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 create a *Homework and Activity Log*
Previous learning about setting goals and using individual planners will be assessed using the *Planner Usage Rubric* as a measurement periodically throughout the year.

Lesson Preparation

Essential Questions:
What is the process of transitioning? Why is it important?

Engagement (Hook):
Have a variety of small soft (Nerf like) balls labeled with the following: homework for science, math, (1 for each core subject), eating, sleeping, home chores, free time, sports, clubs and travel time. Choose a volunteer from the class to demonstrate the process of juggling the balls. Explain that he or she will catch the balls tossed to them without dropping any or putting any of them down. Begin to toss the balls slowly to the student, naming the balls as you toss them until all balls have been tossed to the student. Remind student that all balls need to keep moving during the demonstration.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. After the juggling demonstration (lesson	1. Students will note that there were too

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engagement hook), the counselor will ask the students to describe what just happened.	many balls to catch and keep moving.
2. The counselor will have students complete the *Homework and Activity Log* and give them approximately 10 minutes to list several activities for each column.	2. Students will complete *Homework and Activity Log*.
3. The counselor will ask the students for examples of activities that were recorded on the *Homework and Activity Log.* The counselor will act as the recorder and list the activities that the students give on the board.	3. Students will report activities they listed on their *Homework and Activity Log*, noting time for each.
4. The counselor will ask the students to relate the ball activity to the activities listed on the board and on their Logs. Discussion may include: total time doing homework, scheduled activities and free time activities, and how they had to plan in order to get all activities done after school and before bedtime last night.	4. Students will need to look at activities they listed on the board. Students will talk with a partner about activities that did not get done, and what he or she did instead. Discuss how their use of time may change next year and how it was different from last year.
5. The counselor will ask what students feel they will do differently next year.	5. Students will share problems they had getting everything accomplished and discuss the previous year and next year.
6. The counselor will ask students what they could have done differently to alleviate problems.	6. Students will discuss strategies that would have alleviated the problems.
7. The counselor will ask students to examine their logs and note where different choices are necessary.	7. Students will examine their logs for specific problems and note where changes are needed.
8. The counselor will discuss the need for planning, so that students are not overwhelmed with what they must accomplish and what they want to do each year.	9. Students will continue to work on planning.
9. Point out that: planning is a skill ~~and~~ that can be learned; making transitions from grade to grade and level to level (Elementary to Middle School to High School) requires the individual to plan for the unknown. Being	9. Students discuss how to be a successful planner and how to adapt to the changes they will face during the next school year.

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able to make meaning of ambiguity (the unknown) is a skill of effective transitioning.	

Teacher Follow-Up Activities

Teachers will follow-up by working with students on planners, and on planning good use of time.

Periodically, the *Planner Usage Rubric* will be distributed to the students in order to assess effect use of the student planner, agenda, or assignment notebook. Students will complete the rubric to show how effectively they are utilizing their planner, agenda or assignment notebook. The counselor will determine which weeks will be used to complete the rubric. The rubrics will be distributed every two weeks, or once a month, and returned to the counselor. Rubrics should be completed by the student based on their own planner and, if possible, reviewed by at least one other person (e.g. teacher, parent, or fellow student).

Counselor reflection notes (completed after the lesson)

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Homework and Activity Log

Name _____ Date_____

Directions: In the second column list the homework time, and the activities that you do after school this year. In the third column, list a sample of what you did last year. In column four, list what you think your homework and activities will be next year.

After School Time	This Year	Last Year	Next Year
2:30 - 3:00			
3:00 - 3:30			
3:30 - 4:00			
4:00 - 4:30			
4:30 - 5:00			
5:00 - 5:30			
5:30 - 6:00			
6:00 - 6:30			
6:30 - 7:00			
7:00 - 7:30			
7:30 - 8:00			
8:00 - 8:30			
8:30 - 9:00			
9:00 - 9:30			
9:30-10:00			
10:00-10:30			
10:30-11:00			

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This rubric is designed to be used by students as a self-assessment mechanism, and may also be utilized by counselors and classroom teachers throughout the year.

Planner Usage Rubric

Student's Name: _____ Weeks Of: _____

(School Counselor decides "Weeks Of")

	4	3	2	1
Assignments with page numbers, titles of worksheets, questions to do, due date and materials needed	Consistently has planner completed with all information	Usually has information with 1 or 2 components missing	Occasionally has the planner completed	Rarely has assignment notebook completed
Long-term assignments	Consistently has long-term assignments listed each day until due	Usually has long-term assignments listed at least 2 days before due	Has long-term assignments listed on 1 day before due or on due date	Rarely has long-term assignments recorded
Test dates	Consistently has test dates listed each day until test	Usually has test dates listed as least 2 days before test	Has test dates listed 1 day before test or on test date	Rarely has test dates recorded
Extracurricular Activities (if applicable)	Consistently has scheduled extracurricular activities recorded	Usually has scheduled extracurricular activities recorded	Occasionally has scheduled extracurricular activities recorded	Rarely has scheduled extracurricular activities recorded
Scheduled homework time	Consistently has scheduled homework time in planner	Usually has scheduled homework time in planner may be missing 1 or 2 days	Occasionally has scheduled homework time in planner	Rarely has scheduled homework time in planner

Name(s) of those assessing student with *Planner Usage Rubric*:

Name: _____ Date: _____

Name: _____ Date: _____

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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: Great Expectations!	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD:** 50 minutes each
Students will be learning how to plan for the new demands of middle school. Academics, changing schedules, extracurricular activities and other middle school activities will influence their success of their transitioning process. Sixth grade emphasizes the skills of self-management and the usage of a planner. Students will review the tasks they need to accomplish in order to reach goals efficiently. *Activity Logs* and related materials, including utilization of personal planners, will help with transitioning from grade level to grade level. In seventh grade, greater emphasis is placed on the usage of a student planner and how planners can be used as organizational and stress management tools, allowing students to meet academic expectations at one grade level while preparing to make the transition to the next grade level.	

ESSENTIAL QUESTIONS:

1. How do people prepare for the unknown?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will complete the homework and activity log to compare how activities change from last year and will change again next year.		AD.5.A.06: Demonstrate the ability to adjust to changing school structures and continue to meet academic expectations. AD.5.A.07: Recognize ongoing academic expectations and develop strategies to meet increased demands.		SL.6.1 SL.7.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 4 Level 3

				6.SP.1 6.SP.4 6.SP.5.a		
2. The student will write three transition goals and discuss them with their peers.		AD.5.A.06 AD.5.A.07		W.6.2 W.6.4 W.7.2 W.7.4 SL.6.1 SL.7.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6 WHST.6-8.2	AD A AD A	Level 4 Level 3

ASSESSMENT DESCRIPTIONS*:

Students will address transition by completing the *Homework Activity Log* and writing three goals for transitioning.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X__ Direct __X__ Indirect _____ Experiential __X__ Independent study __X__ Interactive Instruction
1 2	See Lessons: Lesson 1: Sixth Grade Is a Ball! Lesson 2: Get Ready, Get Set, Get Organized!

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)!				
1 2	See Lessons: Lesson 1: Sixth Grade Is a Ball! Lesson 2: Get Ready, Get Set, Get Organized!				
	Direct: _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice __X___ Compare & Contrast (Ls. 1) _____ Didactic Questions __X___ Demonstrations (Ls. 1) _____ Guided & Shared - reading, listening, viewing, thinking	**Indirect:** _____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry __X___ Reflective Discussion (Ls. 1) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals __X___ Learning Logs (Ls. 1, 2) _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing _____ Panels __X___ Brainstorming (Ls. 2) __X___ Peer Partner Learning (Ls. 2) __X___ Discussion (Ls. 1, 2) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ 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: Poppin' Personal Plan of Study (PPS) **Grade Level:** 6

Number of Lessons in Unit: 3

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Early Fall Semester

Lesson Titles:

Lesson 1: Life Lingo

Materials/Special Preparations Required:

Help Wanted Story

Life Lingo Activity Sheet (vocabulary list, *Match the Lingo Activity*)

Match the Lingo Answer Sheet

Lesson 2: Cool Things I've Done

Materials/Special Preparations Required:

Sample Personal Plan of Study for projection display

Sticky notes – one color for each group

Pages for each component of a Personal Plan of Study: one set for each small group (8 ½"x ll" pages): Subjects to study in school, activities/club/groups, career goals (long and short term), career path, requirements to complete middle and high school, achievements

Poster sized pages with the components written at the top (Prior to the lesson, counselor will post the seven posters highlighting the components of a Personal Plan of Study around the room.)

(Samples of the PPS are available on www.mcce.org in the guidance e-learning center: http://www.missouricareereducation.org/project/individualplan)

Lesson 3: Cool Stuff I Can Do

Materials/Special Preparations Required:

Sample Resource file (portfolio)

(Samples of Resource files are available on www.mcce.org in the guidance e-learning center: http://www.missouricareereducation.org/doc/individualplan/IndivPlanForms.pdf)

Missouri Comprehensive Guidance and Counseling Big Idea:

AD.6: Developing and Monitoring Personal Plan of Study.

Grade Level Expectation (GLE):

AD.6.A.06: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan. (DOK Level - 4)

American School Counselor Association (ASCA) National Standard:

Academic Development

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B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college and career.

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 5. comprehend and evaluate written, visual and oral presentations and works 6. discover and evaluate patterns and relationships in information, ideas and structures 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. apply acquired information, ideas and skills to different contests a students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 2. review and revise communications to improve accuracy and clarity 3. exchange information, questions an ideas while recognizing the perspectives of others 6. apply communication techniques to the job search and to the workplace 7. use technological tools to exchange information and ideas
X	Goal 3: recognize and solve problems 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 6. examine problems and proposed solutions from multiple perspectives
X	Goal 4: make decisions and act as responsible members of society 1. explain reasoning and identify information used to support decisions 4. recognize and practice honesty and integrity in academic work and in the workplace 5. develop, monitor and revise plans of action to meet deadline and accomplish goals 8. explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally 5. Comprehending and evaluating the content and artistic aspects or oral and visual presentations
	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:

How do past experiences contribute to your future? How does what you study in school relate to careers?

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Unit Measurable Learning Objectives:

The student will define and analyze 16 vocabulary terms related to-PPS.
The student will identify five components that are found on a personal plan of study.
The student will develop a list of activities and life experiences, then match activities and life experiences to components of a personal plan of study.
The student will write a paragraph outlining at least three activities he/she has participated, or will participate in, that will help them reach their career goals.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Explicit Teaching; Drill & Practice; Guided & Shared-Reading, Listening, Viewing, Thinking)
_X_ Indirect (Case Studies)
____ Experiential
_X_ Independent Study (Journals)
_X_ Interactive Instruction (Brainstorming; Peer Partner Learning; Discussion; Cooperative Learning)

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.
Students will share a written reflection narrative (paragraph) of *Cool Things I Can Do* generated from discussion of activities and what character and or work traits they will continue to develop in school.

Brief Summary of Unit:

Students will learn vocabulary related to a resource file (portfolio) and PPS, the purpose and parts of a PPS, and begin to recognize activities in which they have engaged and skills that they have acquired or can acquire to help them meet goals for the future.

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

Students need to have an understanding of the career paths as they relate to their future goals for the future.

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Unit 1 Title: Poppin' Personal Plan of Study

Lesson Title: Life Lingo **Lesson** 1 **of** 3

Grade Level: 6

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.06: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan**.**

American School Counselor Association National Standard (ASCA):
Academic Development

B. Students will complete school with the academic preparation essential to choose from a wide rage of substantial post-secondary options including college.

Materials (include activity sheets and/ or supporting resources)

Help Wanted Story
Life Lingo Vocabulary handout
Matching Activity Page

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 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity
	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 3. Reading and evaluating nonfiction works and material
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will define 16 vocabulary terms related to developing a personal plan of study.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
The student will complete a vocabulary matching activity sheet.

Lesson Preparation

Essential Questions:
What specialized vocabulary words help people understand a personal plan of study?

Engagement (Hook):
Read the *Help Wanted* Story to students.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Read introductory *Help Wanted* story aloud and have students paraphrase what was read.	1. Student paraphrase story and vocabulary meanings.
2. Introduce vocabulary list. Ask students to put an asterisk (*) next to terms they know and a question mark next to terms unknown to them. Work in pairs to define each others unknown terms and make a list of terms neither student knows. Give definitions and encourage students to offer examples of how each word could be used in a sentence.	2. Students will work in pairs to aid comprehension of vocabulary.
3. Assess vocabulary comprehension via the *Life Lingo Vocabulary* handout.	3. Students complete activity sheets in class.
4. Read *Help Wanted* story again and ask students to put the story in their own words.	4. Students paraphrase story to demonstrate understanding of vocabulary words.
5. Closure: Review the main points of the lesson.	5. Closure: Students will share the main points of the lesson.

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Teacher Follow-Up Activities

The teacher will review the vocabulary used during the lesson.

Counselor reflection notes (completed after the lesson)

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HELP WANTED!!!

Sally decided it was time for a career change! She likes her volunteer work as a part of a local community service organization at the hospital, but the job really doesn't allow her to show her special skills and it doesn't match her personality and interests.

She knows she has excellent communication skills, some special training in animal care from working on her grandfather's farm, and has learned some really cool stuff through her family experiences at Joey's Petting zoo. Hey! She was even an official member of the Ranger Rick Club and has won several 4-H awards.

Her work history made her a perfect applicant for an assistant to the local veterinarian. She would love cleaning cages and helping to care for the animals. She may need further training or to study a specific subject in school to better prepare for this job?

After investigating what she still needs to learn and she what training is available she develops a plan to get the skills she needs. She can't wait to get started on her plan so she able to get this job she wants.

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Life Lingo

career path	training/education
personal plan of study	awards
volunteer or community service work	requirements for MS
communication skills	objective
extra-curricular activities	organizations
work history	special skills
academic strengths	family experiences
school subjects	high school requirements

Read the definition. Write the word that matches the definition on the line.

_____ a long term job or chosen work area
_____ groups formed with a common goal
_____ honors given for doing something well
_____ classes you need to complete in middle school
_____ activities in which you participate with your family (examples: family nights, vacations, babysitting)
_____ knowledge or ability to do things others may not be able to do
_____ classes needed to graduate from high school
_____ work which is done for free; either individually or as a part of a group
_____ writing, speaking, and listening skills
_____ instruction to learn skills or knowledge
_____ a document that includes a person's educational plans
_____ before or after school activities
_____ math, English, art, science, music, social studies
_____ a goal; explaining what job you are seeking and why
_____ jobs I have done
_____ subjects in school I enjoy and in which I excel

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Answer Sheet

Match the Lingo!

Read the definition. Write the word that matches the definition on the line.

career path	a long term job or chosen work area
organization	groups formed with a common goal
awards	honors given for doing something well
requirements for MS	classes you need to complete in middle school
family experiences	activities in which you participate with your family (examples: family nights, vacations, babysitting)
special skills	knowledge or ability to do things others may not be able to do
high school requirements	classes needed to graduate from high school
volunteer or community service	work which is done for free; either individually or as a part of a group
communication skills	writing, speaking, and listening skills
training/education	instruction to learn skills or knowledge
personal plan of study	a document that includes a person's educational plans
extra-curricular activities	before or after school activities
school subjects	math, English, art, science, music, social studies
objective	a goal; explaining what job you are seeking and why
work history	jobs I have done
academic strengths	subjects in school I enjoy and in which I excel

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Unit 1 Title: Poppin' Personal Plan of Study

Lesson Title: Cool Stuff I've Done **Lesson** 2 **of** 3

Grade Level: 6

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.06: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan.

American School Counselor Association National Standard (ASCA):
Academic Development
B: 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)

Sample Personal Plan of Study for projection display
Sticky notes – one color for each group
Pages for each component of a Personal Plan of Study: one set for each small group (8 ½"x ll" pages): Subjects to study in school, activities/club/groups, career goals (long and short term), career path, requirements to complete middle and high school, achievements
Poster sized pages with the components written at the top (Prior to the lesson, counselor will post the seven posters highlighting the components of a Personal Plan of Study around the room.)
(Samples of the PPS are available on www.mcce.org in the guidance e-learning center: http://www.missouricareereducation.org/project/individualplan)

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.
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 8. Explore, prepare for and seek educational and job opportunities.

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English

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		6. Participating in formal and informal presentations and discussion 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
	Respect	X	Goal Setting	X	Collaboration

Lesson Measurable Learning Objectives:

The student will identify five components that are found on a personal plan of study.
The student will develop a list of activities and life experiences, then match activities and life experiences to components of a personal plan of study.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
The student will separate life experiences into the Personal Plan of Study components.

Lesson Preparation

Essential Questions:

What types of life experiences have you had? What do you still need to learn?

Engagement (Hook):

Display a sample Personal Plan of Study. Review and have students point out the vocabulary words learned during lesson 1.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Divide students into groups of 5 and have them move with their group to an area of the room. Give each group sticky notes of the same color (e.g. group 1 = red, group 2 = blue).	1. Students will take a pencil to the group with them.
2. Say, "On the sticky notes write the activities or life experiences you have had, and a character or work trait each demonstrates." You may need to give an example or two to	2. Students write experiences they have had and the character or work trait that goes with it. Write only one experience or activity on the sticky note at a time.

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stimulate discussion, but do not give more than one or two samples. (Examples: raking leaves for a neighbor shows the character or work trait of volunteerism, thoughtfulness; Student Council class representative shows the character or work trait of team player, leadership).	
3. Explain the seven posters highlighting the components of a Personal Plan of Study that are around the room. Distribute the smaller pages for the components to each group. Have students discuss their experiences and place their sticky notes on the correct component sheet.	3. Students will explain their experience and place the sticky note on a component page.
4. Have one group at a time place their sticky notes on the most appropriate component page. (Example: raking leaves placed on "Volunteer/Community Service"; Student Council Rep on "Organizations" or "Extra Curricular Activities").	4. Students will place sticky notes in appropriate component.
5. Discuss placement of activities in respective categories.	5. Students will review the placement of sticky notes they created and add new ones, making the changes needed).
6. Closure: Review main points of the lesson.	6. Closure: Students will share main concepts discussed during the lesson.

Teacher Follow-Up Activities

The teacher will review the information shared during the lesson.

Counselor reflection notes (completed after the lesson)

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Personal Plan of Study Template

(Information to gather as you progress through school and place in your portfolio to use as a resource for developing your personal plan of study)

Career path of interest:

Education/Training attained:

Awards received:

Organization participation (including leadership positions):

Work History (babysitting, lawn mowing, dog walking, etc…):

Volunteer/Community Service (tutoring, sandbagging, recycling, visit someone in a nursing home, etc…):

Other skills attained:

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CAREER PATH OF INTEREST SHEET

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EDUCATION/TRAINING SHEET

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AWARDS SHEET

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ORGANIZATIONS SHEET

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WORK HISTORY SHEET

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VOLUNTEER/COMMUNITY SERVICE SHEET

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OTHER SKILLS SHEET

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Unit 1 **Title:** Poppin' Personal Plan of Study

Lesson Title: Cool Stuff I Can Do **Lesson** 3 of 3

Grade Level: 6

Length of Lesson: 1 30-minute session

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

Grade Level Expectation (GLE):
AD.6.A.06: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan.

American School Counselor Association National Standard (ASCA):
Academic Development
B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Materials (include activity sheets and/ or supporting resources)

Sample Resource file (portfolio)
(Samples of Resource files are available on www.mcce.org in the guidance e-learning center: http://www.missouricareereducation.org/doc/individualplan/IndivPlanForms.pdf)

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 5. comprehend and evaluate written, visual and oral presentations and works 6. discover and evaluate patterns and relationships in information, ideas and structures 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. apply acquired information, ideas and skills to different contests a students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 3. exchange information, questions an ideas while recognizing the perspectives of others 6. apply communication techniques to the job search and to the workplace 7. use technological tools to exchange information and ideas
X	Goal 3: recognize and solve problems 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 6. examine problems and proposed solutions from multiple perspectives
X	Goal 4: make decisions and act as responsible members of society

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	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 deadline and accomplish goals 6. explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. speaking and writing standard English 4. writing formally and informally 5. comprehending and evaluating the content and artistic aspects or oral and visual presentations
	Mathematics	
X	Social Studies	SS6-relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will write a paragraph outlining at least three activities he/she has participated, or will participate in, that will help them reach their career goals.

Lesson Formative Assessment (acceptable evidence):

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

Students will share a written reflection narrative (paragraph) of Cool Stuff I Can Do generated from discussion of activities, their placement on the resume, and what character and or work traits they will continue to develop in school.

Lesson Preparation

Essential Questions:

How does one develop and demonstrate character and/or work traits?

Engagement (Hook):

Counselor asks, “Let’s imagine we are 6 years in the future and you are about to graduate high school. What personal character traits or work habits do you need to develop and demonstrate to reach your future goals?”

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Review the purpose of a Personal Plan of Study and what it tells about us.	1. Students will respond to basic review questions based on what they have discussed in the preceding two lessons.
2. Display the resource file (portfolio) and discuss the importance of each item.	2. Students participate in discussion.
3. Say, "Today's assignment is for each of you to imagine you are a senior in high school. Write a paragraph about at least three activities you have participated in that demonstrate personal character and/or work traits, using the resource file checklist as a guide."	3. Students will write a personal reflection narrative (paragraph) of activities that demonstrate their personal character and/or work traits.
4. Walk around class to check everyone's progress and assist students who are having difficulties.	4. Students continue to work on personal reflection narrative activities.
5. Ask volunteers to read their narrative.	5. Students will volunteer to share their narratives.
6. Closure: Review the main points of the lesson..	6. Closure: Students will share the main points of the lesson.

Teacher Follow-Up Activities

The teacher will have an opportunity to review the personal reflection narratives.

Counselor reflection notes (completed after the lesson)

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COURSE INTRODUCTION:

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: Poppin' Personal Plans of Study Students will learn vocabulary related to educational planning and begin to recognize activities in which they have engaged and skills that they have acquired or can acquire to help them meet goals for the future.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. Why do I need to plan what I learn?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will define and analyze 16 vocabulary terms related to educational planning.		AD.6.A.06: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan**.**		W.6.2 W.6.8 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	AD B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.	Level 4
2. The student will identify five components of a personal plan of study.		AD.6.A.06		SL.6.1 L.6.1 L.6.3 L.6.4 L.6.5 L.6.6	AD B	Level 4
3. The student will develop a list of activities and life experiences, then match activities and life		AD.6.A.06		SL.6.1 L.6.1	AD B	Level 4

experiences to components of a personal plan of study.				L.6.3 L.6.4 L.6.5 L.6.6		
4. The student will write a paragraph outlining at least three activities he/she has—or will—participate in that demonstrate skills needed for their career goals.		AD.6.A.06		W.6.3 W.6.4 WHST.6.4 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	AD B	Level 4

ASSESSMENT DESCRIPTIONS:

Students will share a written reflection narrative (paragraph) of "Cool Things I Can Do" generated from discussion of activities, their placement on the resume, and what character and or work traits they demonstrate.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X__ Direct __X__ Indirect _____ Experiential __X__ Independent study __X__ Interactive Instruction
1 2 3 4	See Lessons: Lesson 1 Life Lingo Lesson 2 Cool Things I've Done Lesson 3 Cool Stuff I Can Do
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: Lesson 1 Life Lingo Lesson 2 Cool Things I've Done

4	Lesson 3 Cool Stuff I Can Do				
	Direct: tructured Overview ecture Explicit Teaching (Ls. 1) Drill & Practice (Ls. 1) ompare & Contrast idactic Questions emonstrations Guided & Shared - reading, listening, viewing, thinking (Ls. 1)	**Indirect:** _____ Problem Solving ___X__ Case Studies (Ls. 1) _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping __X____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling __X____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	**Independent Study** _____ Essays _____ Computer Assisted Instruction ___X__ Journals (Ls. 3) _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing _____ Panels ___X__ Brainstorming (Ls. 2) ___X__ Peer Partner Learning (Ls. 1) ___X__ Discussion (Ls. 1, 2, 3) _____ Laboratory Groups _____ Think, Pair, Share ___X__ Cooperative Learning (Ls. 2) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ 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: Who Am I as a Career? **Grade Level:** 6

Number of Lessons in Unit: 2

Time Required: 2 sessions of 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: Tootsie Roll ™, Tootsie Roll ™, Who Art Thou? (Part 1)

Materials and Special Preparation:

Resources: "Ideas for Personal Plan of Study/Career Portfolio"
"Career Path Descriptions"
"Career Path Posters" (set of six)
"Occupation Card Sort Answers"

Activity Sheets: "Career Path Group Project Form"
"Occupation Cards"
Tootsie Rolls™ (or similar product)
"Worker Interview" Activity Sheets

Lesson 2: Tootsie Roll ™, Tootsie Roll ™, Who Art Thou? (Part 2)

Materials and Special Preparation:

Resources: "Career Path Descriptions"
Career Path Posters (Set of 6),

Activity Sheets: "Worker Interview"
Career Path Student Surveys
(www.missouricareereducation.org/project/guidelsn/cd2)
Job and Gender Role Surveys

NOTE: Some materials are introduced in the previous lesson

Missouri Comprehensive Guidance and Counseling Big Idea:

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

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

Grade Level Expectations (GLEs):

CD.7.A.06: Use current interests, strengths and limitations to guide individual career exploration. (DOK Level – 3)

CD.7.B.06: Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future. (DOK Level – 2)

CD.7.C.06: Recognize non-traditional work roles. (DOK Level – 2)

CD.8.A.06: Evaluate career and educational information resources. (DOK Level – 2)

CD.8.B.06: Compare the different types of post-secondary training and education as they

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relate to career choices. (DOK Level – 3) **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 personal qualities, education, training and the world of work.

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works. 6. Discover and evaluate patterns and relationships in information, ideas and structures. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: acquire the knowledge and skills to 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.
X	Goal 3: recognize and solve problems 5. Reason inductively from a set of specific facts and deductively from general premises.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 3. Analyze the duties and responsibilities of individuals in societies. 6. Identify tasks that require coordinated effort and work with others to complete those tasks. 8. Explore, prepare for and seek educational and job opportunities.

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	Reading and verbal skills; interview and writing skills
X	Mathematics	Data analysis
X	Social Studies	Recognition of roles of careers in society
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How do the career paths relate to a person's identity?

Unit Measurable Learning Objectives:

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The student will use career and educational information resources to choose one career path, identifying training and education.
The student will identify males and females in nontraditional work roles by completing the "Job and Gender Role" survey.

Unit Instructional Strategies/Instructional Activities:

_X__ Direct (Compare & Contrast, Guided & Shared – Reading, Listening, Viewing, Thinking)
_X__ Indirect (Problem Solving, Reflective Discussion, Concept Attainment)
_X__ Experiential (Surveys)
_X__ Independent Study (Reports, Assigned Questions, Research Projects)
_X__ Interactive Instruction (Discussion, Cooperative Learning, Problem Solving, Interviewing)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will identify careers, using the career path concept as an organizer. Interview forms, surveys, and activities will help students begin the process of compiling a Personal Plan of Study/Personal Career Portfolio.

Brief Summary of Unit:
A major focus of this unit is the introduction of the Personal Plan of Study/Career Portfolio. The Portfolio will be used by students to reflect and rethink past entries about interests, aptitudes, abilities and achievements; to revise/refine (as necessary) goals and plans for reaching goals.

Students will review the career path concept as a means of organizing the World of Work. Students will work in task groups to determine career paths in which various occupations may be categorized. The concept of traditional v. non-traditional work roles for males and females is explored via a student-led interview in the second lesson.

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Unit # 1 Title: Who Am I as a Career?

Lesson Title: Tootsie Roll™, Tootsie Roll™, Who Art Thou? (Part 1) **Lesson:** 1 of 2

Grade Level: 6

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals
CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

Grade Level Expectations (GLEs):
CD.7.A.06: Use current interests, strengths and limitations to guide individual career exploration.
CD.7.B.06: Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future.
CD.7.C.06: Recognize non-traditional work roles.
CD.8.A.06: Evaluate career and educational information resources.
CD.8.B.06: Compare the different types of post-secondary training and education as they relate to career choices.

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 personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Please note: *This strategy requires the use of a product wrapper to emphasize the involvement and importance of the roles of all workers creating a product and getting it into the hands of the purchaser. The unit/lessons were developed before the new "Guidelines for Healthy Snacks" were issued. We retained the use of the Tootsie Roll ™ as an example with the caveat that the presenter review the "Healthy Snack Guidelines" and local school district's implementation policy. As for any lesson involving food, health implications must be considered regarding food allergies and sensitivities. Doing so puts into action our own respect for diversity and for our roles as agents of school board policies and Missouri's Rules and Regulations.*

Resources: *Career Path Descriptions Sheet*
Career Path Posters (Set of 6)
additional Career Path Posters are available through DESE
Occupation Card Sort Answers

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Activity Sheets: Career Path Group Project Form *Occupation Cards* *Worker Interview Form* Tootsie Roll ™ (or similar product)

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. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: acquire the knowledge and skills to 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.
X	Goal 3: recognize and solve problems 5. Reason inductively from a set of specific facts and deductively from general premises.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 3. Analyze the duties and responsibilities of individuals in societies. 6. Identify tasks that require coordinated effort and work with others to complete those tasks. 8. Explore, prepare for and seek educational and job opportunities.

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	Reading and verbal skills; interview and writing skills
X	Mathematics	Data analysis
X	Social Studies	Recognition of roles of careers in society
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

A student will categorize 36 jobs into six career paths.

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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 categorize 36 jobs into the 6 career paths.
The student will complete a work interview, using findings from activities and card sort.

Lesson Preparation

Essential Questions: How do the career paths relate to who you are?

Engagement (Hook): Students will be asked to think of something that they have to do, but don't like. Then, they will be asked to think of doing that activity 8 hours a day, 40 hours a week for 40 years. Although they would be paid well, they would be locked into that task.

Next, students are asked to imagine something that they enjoy doing. Then they will be asked to imagine doing that task 8 hours a day, 40 hours a week for 40 years. Students will be encouraged to recognize that if they are going into a career, it will be a good idea to choose something based on who they are and what they like to do.

Procedures for Session 1

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Review career paths and the attributes of the individuals who work in them, utilizing career path description handout. Display career paths posters on the board or wall.	1. Students will respond to a question-answer session, such as, "Which path is the fixing and building path?
2. Divide students into task groups. Each group will be given the following materials: Activity Sheet: Career Path Group Project Forms, at least six Occupation Cards per group (see Resource: Occupation Cards), pencil, and sticky tack/tape. Counselors and students will review the established group norms such as, respecting the opinions of others, cooperation, listening, etc. Students are given a 5-minute time limit to perform the task.	2. Given occupation cards, students will confer in their task groups and determine which career path an occupation matches. Each student within the group will be assigned a cooperative group role: For example, **a recorder** who writes group answers on the project form; a **materials person** who is responsible for bringing materials to and from the group; a **sticky tack or tape person** who is responsible for this item; and a **poster** to post occupation cards on the board/wall. Once the group has made a decision about where each of those jobs fits, the **poster** from the group will post the occupation cards under the appropriate path poster (on the chalkboard or wall of the classroom).

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3. The class will review the answers given by the groups as displayed on the board or wall and make any necessary adjustments based on class check. (NOTE: Some careers may be justifiably placed in more than one career path. When there is noticeable disagreement among class members, this can be addressed accordingly.)	3. The class will check the answers with the following non-verbal signs: yes--thumbs up; maybe--thumbs sideways; no--thumbs down.
4. (Read note in materials section) Tootsie Roll™ review of Career Paths: The counselor holds up a bag of Tootsie Rolls™ with the back of the package facing the students and asks, "What do you think is in this package?" "How do you know what is inside without seeing the name of the candy?" "Someone had to design the package so that when you see it, you would know what was inside. Which career path would this be?" (Arts & Communication)	4. Students will respond to questions as a check for understanding.
5. The counselor will then read from the package ingredient list, i.e., sugar, partially hydrogenated soybean oil, milk, etc. "Which career path produces these items?" (Natural Resources)	5. Students will respond to questions as a check for understanding.
6. "Now, imagine that you are working in the Tootsie Roll ™ factory. Suddenly, the Tootsie Roll™ machine breaks down. Which career path are you going to call for help?" (Industrial & Engineering Technology)	6. Students will respond to questions as a check for understanding.
7. "When is the best time to ship more Tootsie Rolls™ to the store—before or after Halloween? This is called marketing. Someone in an office needs to figure out where and when to make more candy. Which career path is this?" (Business, Management, and Technology)	7. Students will respond to questions as a check for understanding.
8. "Your mom has bought a bag of Tootsie Rolls™. You ask her if you can have one serving. One serving is… (Read from the	8. Students will respond to questions as a check for understanding.

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nutritional information on the package). Who determines serving size, calories, and other nutritional information?" (Health Services)	
9. "You are a chef in a restaurant. You have come up with a new recipe of "Tootsie Roll™ Surprise," a super brownie that features Tootsie Rolls™. What career path would your job fall into?" (Human Services)	9. Students will respond to questions as a check for understanding.
10. Ask students: As we were talking about the roles of the many workers it took to get the Tootsie Roll™ to the people who buy or use them, what did you imagine? What were you wondering? What did our conversation make you remember from other conversations about workers? What do you still want to know about workers and their roles in our lives?	10. In small groups, pairs or as a large group, students will respond with personalized information about their own thought processes during the conversation.
11. Distribute the *Activity Sheet: Worker Interview* (two to each student—one for practice interview; another for actual interview). Tell students that they will be interviewing a worker they know regarding his or her occupation. But first, they'll practice by interviewing a peer-partner. Ask students what they remember/know about conducting interviews. As students identify what they remember, make a list on the board (or other media that will allow for all students to see the list). Review the list; add and/or synthesize skills so that students know that successful (and interesting) interviewing requires the use of a variety of skills they can learn.	11. Students will contribute to list of interviewing skills.
12. Randomly assign students a peer-partner. Each person will have an opportunity to be the interviewee and the interviewer. As the interviewee, each person will assume the role of a worker and respond to the	12. Students will select the worker role they will assume; review "Worker Interview" questions; and participate in practice interviews.

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questions as if he or she were working in that work role (encourage outrageous roles). Give students time to review the *Activity Sheet: Worker Interview* from the perspective of the interviewee or the interviewer. At the end of 5 minutes, stop the interviews for a "quick-check" of the process. Have partners switch roles and follow the same procedures.	
13. Following students' practice interviews, facilitate a discussion about the easy/hard parts of the process and the questions that will be difficult to ask an adult. Respond to questions. Assign the due date for completion of the interview.	13. Students will reflect on process and ask clarifying questions about the procedures and/or process.
14. Help students identify potential individuals to interview. Writing down the names of the interviewees will strengthen students' commitment to completing the project. *Note: The most readily available worker is a parent or caregiver—students may also interview someone from the community. Whomever students choose to interview may be employed in the civilian workforce, unemployed or a stay-at-home parent. Encourage students to consider whatever the interviewee is doing as his or her job. The same questions apply (with minor modifications) to any job and the students will gain a wealth of information about work, working and workers by interviewing people who are not in the civilian workforce. This will help students develop greater understanding and respect for all human beings. Alternatively, students may choose to ask individuals who are unemployed or stay-at-home parents to respond from the perspective of a past work role they have had in the civilian workforce.*	14. Students will complete the worker interview forms in keeping with the instructions given by the counselor.

Teacher Follow-Up Activities

Ask the classroom teacher to collect student interviews in preparation for the next guidance

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session. Some communication arts teachers may be interested in working with the counselor in a team-teaching capacity by having students write an essay about their interview, using the interview form as a prewriting tool.

Counselor reflection notes (completed after the lesson)

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*One copy for each student

Resource: Career Path Descriptions

Career Paths are groupings of occupations by the tasks/roles of workers. People working in a specific career path typically share interests, abilities, and talents. Career paths help you identify a career focus without being locked into a specific occupation.

Arts and Communication

Occupations in this path are related to humanities and performing, visual, literary, and media arts. These include architecture; graphic, interior, and fashion design; writing; film; fine arts; journalism; languages; media; advertising; and public relations.

Business, Management, and Technology

Occupations in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.

Health Services

Occupations in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.

Human Services

Occupations in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, child care, social services, and personal services.

Industrial and Engineering Technology

Occupations in this path are related to technologies necessary to design develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.

Natural Resources/Agriculture

Occupations in this path are related to agriculture, the environment, and natural resources. These include agriculture sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.

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*One copy to be posted on the board or wall

ARTS & COMMUNICATION

Creative Path

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BUSINESS, MANAGEMENT & TECHNOLOGY

Business Path

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INDUSTRIAL & ENGINEERING TECHNOLOGY

Fixing and Building Path

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HUMAN SERVICES

Helping Path

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HEALTH SERVICES

Health Path

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NATURAL RESOURCES

Nature Path

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Activity Sheet: Career Path Group Project Form

*One copy for each task group

ARTS & COMMUNICATION	**BUSINESS, MANAGEMENT & TECHNOLOGY**
INDUSTRIAL & ENGINEERING TECHNOLOGY	**HEALTH SERVICES**
HUMAN SERVICES	**NATURAL RESOURCES**

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*Cut along lines. Give six cards to each task group, making sure that they have an assortment of career paths represented in their bundles.

Resource: Occupation Cards

Hotel/Motel Clerk	Computer Programmer
Paralegal	Loan Officer
Travel Agent	Retail Sales Person
Chiropractor	Dentist
Dental Assistant	Physical Therapy Assistant
Speech Pathologist	Nurse Aide

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Lawyer	Pastor/Priest/Rabbi
Firefighter	Teacher
Barber	Recreation Worker
Computer Repair Technician	Architect
Printing Press Operator	Locksmith
Floral Designer/Florist	Photographer
Welder	Painter/Paperhanger

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Pest Control Worker	**Zoologist**
Fish Hatchery Worker	**Meteorologist**
Forester/Conservation Scientist	**Farmer**
Actor	**Professional Athlete**
Composer	**Reporter**

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Resource: Occupation Card Sort Answers

Business, Management, and Technology	Arts and Communication	Health Services
Hotel/Motel Clerk	Photographer	Chiropractor
Paralegal	Actor	Dentist
Loan Officer	Composer	Dental Assistant
Computer Programmer	Reporter	Physical Therapy Assistant
Travel Agent	Floral Designer/Florist	Speech Pathologist
Retail Sales Person	Professional Athlete	Nursing Assistant

Industrial and Engineering Technology	Human Services	Natural Resources/ Agriculture
Computer Repair Technician	Lawyer	Fish Hatchery Worker
Printing Press Operator	Firefighter	Meteorologist
Locksmith	Teacher	Zoologist
Welder	Barber	Pest Control Worker
Painter/Paperhanger	Pastor/Priest/Rabbi	Farmer
Architect	Recreation Worker	Forester/Conservation Scientist

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Activity Sheet: Worker Interview

Student Name: _____Grade: _____

Whom did you interview? _____

Career: _____

Career Path: _____

Questions to Ask the Person You Interview:

Why is your job important to your company, organization or to the community?

What led you to this career?

How many hours do you work each day? _____

How many days do you work each week? _____

Describe your work and working conditions (including your likes/dislikes):

What special skills or talents are needed for this job (including technology)?

What high school courses helped you prepare for this job?

What education or training beyond high school prepared you for this job?

What do you want to be doing ten (10) years from now?

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Unit # 1 Title: Who Am I as a Career?

Lesson Title: Tootsie Roll ™, Tootsie Roll ™, Who Art Thou? (Part 2) **Lesson:** 2 of 2

Grade Level: 6

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals
CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

Grade Level Expectations (GLEs):
CD.7.A.06: Use current interests, strengths and limitations to guide individual career exploration.
CD.7.B.06: Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future.
CD.7.C.06: Recognize non-traditional work roles.

CD.8.A.06: Evaluate career and educational information resources.
CD.8.B.06: Compare the different types of post-secondary training and education as it relates to career choices.

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 personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Resources (see Resources for Lesson 1): **Career Path Descriptions*
**Career Path Posters* (set of six)
*Ideas for Personal Plan of Study/Career Portfolio
Activity Sheets: **Worker Interview Questions* (completed)
Career Path Student Survey
Job and Gender Role Survey
(*Materials introduced in the previous lesson).

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works. 6. Discover and evaluate patterns and relationships in information, ideas and structures. 10. Apply acquired information, ideas and skills to different contexts as students,

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	workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 5. Reason inductively from a set of specific facts and deductively from general premises.
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 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	Reading and verbal skills; interview and writing skills
X	Mathematics	Data analysis
X	Social Studies	Recognition of roles of careers in society
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will use career and educational information resources to choose one Career Path, identifying training and education.
The student will identify males and females in nontraditional work roles by completing the *Job and Gender Role* survey.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will complete lesson surveys.
Students will explore and discuss gender roles.

Lesson Preparation

Please Note: *The concept of the Personal Plan of Study/Career Portfolio is introduced during this unit. The exact format for the Portfolio will depend, in large part, on the resources available to you in your district. Some districts have a well-developed system for student portfolios; some districts have adopted portfolio guidelines and do not yet have a system in place; some districts are in the planning stage. We have included some general ideas (see*

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Resource: Ideas for Personal Plans of Study/Career Portfolios); however, we suggest that counselors work with administrators and teachers in their districts to make the Comprehensive Guidance Program Portfolios an extension of the student portfolios used in other content areas.

Essential Questions: How do the career paths relate to who you are?

Engagement (Hook): Have two students—one male, one female—dressed in white lab coats with stethoscopes sticking out of the pockets. The class is to decide what jobs are represented (Female is to be physician. Male is to be a lab technician or nurse). Sometimes it is easy to categorize jobs as male or female occupations, but do jobs truly have gender?

Procedures:

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Review information Career path information from the previous lesson: What is the building and fixing path? What is the health care path? What path focuses on helping others? Creative and performing arts? Working with nature? Which path involves working with others to make and sell a product?	1. Students will participate in the review process.
2. Divide class into small groups to present information gathered during their interviews with workers (see completed *Worker Interview* questionnaire). Ask the students to decide which career path each job belongs to and whether the job is considered a male or female job. **(NOTE:** The purpose of this question is to create an awareness of students' unintentional stereotyping of occupations—with the goal of increasing students' awareness of their subtle/hidden biases.)	2. Students will present the information they discovered during their interviews with workers. Group members will listen and participate in discussion.
3. Discuss gender role stereotyping and males and females in non-traditional work roles. Distribute the *Job and Gender Role Survey* to student groups and review the directions. When groups have finished, they will be encouraged to debate and discuss (with a friendly attitude) opinions as a group, and then as a class, concerning "men only" and "women only" jobs.	3. Student groups will complete Job and Gender Role Surveys and participate in group discussion.

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Students will be asked if there are reasons why some careers should not be open to both genders.	
4. Students will be given the *Student Career Path Survey*. The students are to mark the bubble for the statements that describe who they are and what they would like to do. The counselor may want to read each statement aloud, so that he/she can explain or define terms that are unfamiliar to students. *NOTE: Students should be advised that while they may not have the ability to do all the tasks at this time, they are expressing their interests.*	4. Students return to their regular seating to complete the survey. When they finish the survey, they are to count the number of items they marked for each career path and record the number in the square provided.
5. Once the survey is complete, the counselor will reveal which career paths are represented in each column. Allow time for students to reflect on the results of their surveys. *NOTE: Students' surveys will be placed in their permanent record or career portfolios (if used) to evaluate changes as they progress through middle school and to review at the time they develop their personal plan of study*	5. Students will engage in a conversation with a peer-partner to review and reflect on their responses across career paths by similarities/differences and high/low markings in the categories a. Activities of Interest b. Personal Qualities c. Free-time Preferences d. School Subject Preferences Upon completion of their conversation, students will consider the trends of their responses and identify career paths and related occupations that would fulfill the personal preferences noted.

Teacher Follow-Up Activities

During classroom discussions that involve occupations or people in the news, point out those individuals in non-traditional roles and/or the skills needed to perform those jobs.

Counselor reflection notes (completed after the lesson)

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Career Path Survey Name _____ Grade _____

*Adapted for Middle School Subjects from Krista Flowers' Model, Mid Rivers Tech Prep Consortium

Career Path # 1 is _____	Career Path # 2 is _____	Career Path # 3 is _____
Activities That Interest Me o Preparing medicines in a pharmacy o Helping sick people o Working with animals o Helping with sports injuries o Studying anatomy and disease o Performing surgery **Personal Qualities That Describe Me** o Compassionate and caring o Good listener o Good at following directions carefully o Conscientious and careful o Patient **In My Free Time I Would Enjoy** o Volunteering in a hospital o Taking care of pets o Exercising and taking care of myself **School Subjects/Activities That I Enjoy or Do Well** o Math o Science o Physical Education **How Many Did I Pick?**	**Activities That Interest Me** o Predicting weather o Predicting or measuring earthquakes o Growing flowers/trees or gardening o Studying rocks and minerals o Raising fish or other animals o Working in a chemistry lab **Personal Qualities That Describe Me** o Helping with problems o Nature lover o Physically active o Problem solver o Observant **In My Free Time I Would Enjoy** o Hiking o Participating in FFA or 4H o Experimenting with a chemistry set **School Subjects/Activities That I Enjoy or Do Well** o Math o Social Studies o Science **How Many Did I Pick?**	**Activities That Interest Me** o Reading or writing stories or articles o Designing and building scenery for plays o Gardening o Taking photographs o Acting in a play or movie o Listening to or playing music **Personal Qualities That Describe Me** o Imaginative o Creative o Outgoing o Using my hands to create things o Performer **In My Free Time I Would Enjoy** o Working on a school newspaper or yearbook o Acting in a play o Painting pictures or drawing **School Subjects/Activities That I Enjoy or Do Well** o Music/Choir/Band o Language o Art **How Many Did I Pick?**
Career Path # 4 is _____	**Career Path # 5 is** _____	**Career Path # 6 is** _____
Activities That Interest Me o Putting things together o Designing buildings o Working on cars or mechanical things	**Activities That Interest Me** o Interviewing people o Using computer programs to do math o Typing letters, forms, banners,	**Activities That Interest Me** o Helping people solve problems o Working with kids o Working with elderly people o Preparing food

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o Using math to solve problems o Gardening o Using tools **Personal Qualities That Describe Me** o Practical o Like using my hands o Logical o Good at following instructions o Observant **In My Free Time I Would Enjoy** o Building stage sets for a school play o Drawing sketches of cars or mechanical things o Working on cars **School Subjects/Activities That I Enjoy or Do Well** o Math o Science o Shop **How Many Did I Pick?**	etc. o Keeping records, taking notes at meetings o Working with numbers o Organizing files and paperwork **Personal Qualities That Describe Me** o Practical o Independent o Organized o Like to use machines o Like to be around people **In My Free Time I Would Enjoy** o Being in a speech contest or debate o Using a computer o Volunteering in a local hospital office **School Subjects/Activities That I Enjoy or Do Well** o Speech o Language o Math **How Many Did I Pick?**	o Being involved in politics o Solving a mystery **Personal Qualities That Describe Me** o Friendly o Open o Outgoing o Good at making decisions o Good listener **In My Free Time I Would Enjoy** o Tutoring young children o Helping with a community project o Coaching kids in a sport **School Subjects/Activities That I Enjoy or Do Well** o Language o Social Studies o Speech **How Many Did I Pick?**

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Career Path Student Survey Answer Sheet

Career Path # 1 = Health Services
Career Path # 2 = Natural Resources/Agriculture
Career Path # 3 = Arts & Communication
Career Path # 4 = Industrial and Engineering Technology
Career Path # 5 = Business, Management, and Technology
Career Path # 6 = Human Services

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Jobs and Gender Role Survey

*One copy for each student

Name: _____ Grade: _____

Directions: Place a check-mark on one of the lines beside each occupation to indicate if a male, female, or both could do the work of the job.

	Males Only	Both Genders	Females Only
Nurse	_____	_____	_____
Hockey Player	_____	_____	_____
Pilot	_____	_____	_____
Receptionist	_____	_____	_____
Soldier	_____	_____	_____
Bus Driver	_____	_____	_____
Miner	_____	_____	_____
Farmer	_____	_____	_____
Elementary Teacher	_____	_____	_____
Police Officer	_____	_____	_____
Politician	_____	_____	_____
Hair Stylist	_____	_____	_____
Plumber	_____	_____	_____
Artist	_____	_____	_____
Judge	_____	_____	_____
Fashion Model	_____	_____	_____
Gymnast	_____	_____	_____
Scientist	_____	_____	_____
Archaeologist	_____	_____	_____
Football Player	_____	_____	_____
File Clerk	_____	_____	_____
Flight Attendant	_____	_____	_____
Race Car Driver	_____	_____	_____
Physician	_____	_____	_____
Architect	_____	_____	_____
Conductor	_____	_____	_____
Sports Writer	_____	_____	_____
Carpenter	_____	_____	_____
Cab Driver	_____	_____	_____
Pharmacist	_____	_____	_____

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Resource: Ideas for Personal Plan of Study/Career Portfolios

The ideas that follow are thought-starters as you and your colleagues formulate the guidelines for the Comprehensive Guidance aspect of student portfolios.

I. Foundation Principles:
   1. The purpose of the portfolio is three-fold:
      a. To serve as a storage/retrieval system for selected student work
      b. To provide students and counselors with a "running record" of students' achievement, their interests, their perceived aptitudes and abilities
      c. To provide students with a place to collect their thoughts/feeling/wishes/goals regarding school, work, and themselves in relation to school and work as they progress through middle school and high school.
   2. Portfolios are to be used FOR (not AGAINST) the student and his or her growth and development as a current and future citizen of the world.
   3. Your ideas ….

II. Contents
   1. Student's Personal Plan of Study
   2. Assessment Results (Informal and Standardized)
   3. Student's Life Career Goals
   4. Student's Reflections
   5. Your Ideas ….

III. Storage/Retrieval/Access
   1. Student Privacy is of utmost importance
      a. The sensitivity of student-provided content is addressed "before the fact."
      b. Students are able to determine who has access to Portfolio
      c. The district's implementation policies/guidelines regarding The Family Educational Rights and Privacy Act will be followed.
      d. All access/retrieval policies and guidelines will be "transparent" for the student, i.e., not secrets and no surprises as a result of information student includes in portfolio.
   2. Storage of Portfolio is the responsibility of the school district
      a. Notebooks?
      b. Electronic?
   3. In the case of some documentation it may be more appropriate for student to maintain information.

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COURSE INTRODUCTION:

Career Development

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

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

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

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

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

Applying skills for career readiness and success.

Major Points: Employment readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management and effort. In addition, employment readiness skills include appreciation and respect for other's differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one's contribution in the classroom and in the workplace.

UNIT DESCRIPTION: Who Am I as a Career? A major focus of this unit is the introduction of the Personal Plan of Study/Career Portfolio. The Portfolio will be used by students to reflect and rethink past entries about interests, aptitudes, abilities and achievements; to revise/refine (as necessary) goals and plans for reaching goals.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. How do the Career Paths relate to a person's identity?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER	DOK
1. The student will use career and educational information resources to choose one Career Path, identifying training and education.		CD.7.A.06: Use current interests, strengths and limitations to guide individual career exploration. CD.7.B.06: Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future. CD.7.C.06: Recognize non-traditional work roles. CD.8.A.06: Evaluate career and educational		SL.6.1 SL.6.4 L.6.1 L.6.3 L.6.4 L.6.5 L.6.6 WHST.6-8.7	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 C. Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level–3 DOK Level – 2 DOK Level – 1 DOK Level – 2

		information resources. CD.8.B.06: Compare the different types of post-secondary training and education as they relate to career choices.				DOK Level – 3
2. The student will identify males and females in nontraditional work roles by completing the "Job and Gender Role" survey.		CD.7.A.06 CD.7.B.06 CD.7.C.06 CD.8.A.06 CD.8.B.06		SL.6.1 SL.6.4 L.6.1 L.6.3 L.6.4 L.6.5 L.6.6 WHST.6-8.7	CD A CD C	DOK Level–3 DOK Level – 2 DOK Level – 1 DOK Level – 2 DOK Level – 3

ASSESSMENT DESCRIPTIONS*:

Students will identify careers, using the Career Path concept as an organizer. Interview forms, surveys, and activities will help students begin the process of compiling a Personal Plan of Study/Personal Career Portfolio.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x___ Direct __x___ Indirect __x___ Experiential _____ Independent study __x___ Interactive Instruction
1 2	See Lessons: Lesson 1: Tootsie Roll ™, Tootsie Roll ™, Who Art Thou? (Part 1) Lesson 2: Tootsie Roll ™, Tootsie Roll ™, Who Art Thou? (Part 2)

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2	See Lessons: Lesson 1: Tootsie Roll ™, Tootsie Roll ™, Who Art Thou? (Part 1) Lesson 2: Tootsie Roll ™, Tootsie Roll ™, Who Art Thou? (Part 2)				
	Direct: _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice ___x__ Compare & Contrast (Ls. 1,2) _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2)	**Indirect:** ___x__ Problem Solving (Ls.1) _____ Case Studies _____ Reading for Meaning _____ Inquiry ___x__ Reflective Discussion (Ls. 1) _____ Writing to Inform ___x__ Concept Formation (Ls.1) ___x__ Concept Mapping _____ Concept Attainment (Ls. 1) _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building ___x__ Surveys (Ls. 2)	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework ___x__ Research Projects (Ls. 1) ___x__ Assigned Questions (Ls. 1) _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning ___x__ Discussion (Ls. 1,2) _____ Laboratory Groups _____ Think, Pair, Share ___x__ Cooperative Learning (Ls. 1) _____ Jigsaw ___x__ Problem Solving (Ls. 1) _____ Structured Controversy _____ Tutorial Groups ___x__ Interviewing (Ls. 1) _____ 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: Evaluating One's Personal, Ethical, Academic, and Work Habits **Grade Level:** 6

Number of Lessons in Unit: 2

Time Required: 40 minutes

Best time of year to implement this Unit: anytime

Lesson Titles:
Lesson 1: How Does Who I Am Relate to Employability? (Part 1)
Materials/Special Preparation Required
Activity Sheet: "*Ethical Dilemma Scenarios*"
Markers, butcher block paper,

Lesson 2: How Does Who I Am Relate to Employability? (Part 2)
Materials/Special Preparation Required
Activity Sheet: "*It's All About Me!*"
OPTIONAL: If students have access to a computer lab, students could complete actual resumes using the "*It's All About Me*" Activity Sheet. Most computer word processing software contains a resume template

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

Grade Level Expectations (GLEs):
CD.9.A.06: Assess and analyze personal, ethical and work habit skills as they relate to individual student success. (DOK Level – 4)
CD.9.B.06: Develop a resume of work experiences for home and school. (DOK Level – 2)

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

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

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 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.

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	3. Develop and apply strategies based on one's own experience in preventing or solving problems. 4. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem. 8. Assess costs, benefits and other consequences of proposed solutions.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 3. Analyze the duties and responsibilities of individuals in societies. 4. Recognize and practice honesty and integrity in academic work and in the workplace. 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	Reading and writing
	Mathematics	
X	Social Studies	Use of tools of social inquiry and relationships of the individual to the group
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What if people didn't respect others?
What are ethics? Why are ethics important in the world of work?

Unit Measurable Learning Objectives:

The student will define the term "ethics" and identify five reasons why ethical behavior is important in the workplace.
The student will assess and analyze five work habits, which contribute to success in the workplace.
The student will complete a personal resume of work experiences for home and school.

Unit Instructional Strategies/Instructional Activities:

_X__ Direct (Compare & Contrast, Guided & Shared – Reading, Listening, Viewing, Thinking)
_X__ Indirect (Problem Solving, Reflective Discussion)
_X__ Experiential (Model Building)
_____ Independent Study
_X__ Interactive Instruction (Discussion, Problem Solving, Structured Controversy)

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.
Students will discuss ethics and ethical behavior. Students will work within groups to problem-solve ethical dilemmas. Students will prepare a preliminary, skill-based resume.

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Brief Summary of Unit:
This Unit introduces students to the importance of personal characteristics and "work-habit" skills to getting and keeping a job. Students will explore personal character traits and use that information to discuss ethical dilemmas. Employment readiness skills (including the purpose of and writing resumes, interviewing processes, portfolio development) Students will develop a skill-based resume. They will assess and analyze personal and work habit skills in the process.

Prior Knowledge Required:
Interview Process; Work habits, Personal Characteristics, written communication skills

Vocabulary: Honesty, Responsibility, Respect, Self-discipline, Self-respect

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Unit # 1 Title: Evaluating One's Personal, Ethical, Academic, and Work Habits

Lesson Title: How Does Who I Am Relate to Employability? (Part 1) **Lesson:** 1 **of** 2

Grade Level: 6

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
CD.9.A.06: Assess and analyze personal, ethical and work habit skills as they relate to individual student success.

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

Materials (include activity sheets and/ or supporting resources)

Markers, butcher block paper
Ethical Dilemma Scenarios Activity Sheet

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

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 4. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem. 8. Assess costs, benefits and other consequences of proposed solutions.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 3. Analyze the duties and responsibilities of individuals in societies. 4. Recognize and practice honesty and integrity in academic work and in the workplace.

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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	Communicating thoughts and ideas
	Mathematics	
X	Social Studies	Use of tools of social inquiry and relationships of the individual to the group
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will define the term "ethics" and identify five reasons why ethical behavior is important in the workplace.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students will participate in question and answer sessions.

Lesson Preparation

Essential Questions:
What are ethics? What if people didn't respect others? Why is honesty important? Or courage? Or responsibility? Or self-discipline? Or self-respect?

Engagement (Hook):
Mark did not do his math homework. He takes Shondra's homework, erases her name, and puts his name on her paper. You watch Mark make the change. What do you do?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Divide class into small discussion groups. Give each group markers and a large piece of butcher paper on which to write their ideas. Pose the following questions: "What are ethics?" "What if people didn't respect others?" "Why is honesty important?" "What about courage?" "Or responsibility?" "Or self-discipline?" "Or self-respect?"	1. Students will write their ideas on the butcher paper and discuss the questions in their groups.

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[*Note: The counselor may want to discuss what the terms are, or provide students with definitions of the terms from which to work.]*	
2. Have the students brainstorm, writing their ideas on the butcher paper and discussing their ideas with the group. Once the groups have discussed the questions, present their responses to the class for discussion. As the groups present their ideas to the class, list their responses on the board.	2. Once the groups have come up with answers to the questions, they will present their ideas to the class.
3. Follow with the hook: "Why would ethics be important to employers?" Giving the students another piece of butcher paper on which to write their ideas during the brainstorming.	3. Students will write their ideas on the butcher paper during the brainstorming.
4. Provide Activity Sheet *Ethical Dilemma Scenarios*. Students will discuss the dilemmas by assuming the role and point-of-view of each individual (including those not present) involved in the scenario.	4. Students will work within their groups to come up with possible solutions to the scenarios.
5. Closure: Ask for 3-4 volunteers to share the response of their choice with the class. Provide opportunities for students to have a small-group (3-4 students) conversation about their thoughts and questions they still have re: ethical decision-making.	5. Students will respond to the questions listed at the end of the series of scenarios.

Teacher Follow-Up Activities

Ethical dilemmas present themselves everyday in the classroom. Encourage classroom teachers to point out situations in which students are presented with an ethical decision.

Counselor reflection notes (completed after the lesson)

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Activity Sheet: Ethical Dilemma Scenarios

Scenario #1:

As an employer, one of your employees arrives at work 10 minutes late everyday. It's just 10 minutes, right (the employee does not have a car and must rely on public transportation to get to and from work—and this is her second job)?

People Involved:
Points of View:
Possible Solutions

Scenario #2:

Martin works at the movie theater. He allows his friends to sneak in without paying for tickets. What's the big deal?

People Involved:
Points of View:
Possible Solutions

Scenario #3:

A customer drops a $10 bill as she pays Cindy for her groceries and doesn't realize it. What should Cindy do (it's the 21st of the month, Cindy is a single mom – and has no money to buy groceries)?

People Involved:
Points of View:
Possible Solutions

Scenario #4:

You are with a group of employees in the stockroom. A package of CD's is open. You watch as a couple of the employees take copies of the CD's for themselves. They ask you not to tell the manager. What do you do? What are the consequences of your choices (the other employees are individuals with whom you want be friends)?

People Involved:
Points of View:
Possible Solutions

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Scenario #5:

Devon gets a job at the local fast-food restaurant. He has to wear a uniform everyday that the manager says must be clean and pressed. He is tired when he gets home from work and doesn't want to do laundry. He has school tomorrow and is scheduled to work after school. What does he do? What are his choices?

People Involved:
Points of View:
Possible Solutions

Scenario #6:

An employer asks Juanita to complete a job assignment by 11:00 a.m. She is almost finished at 10:30, when her friend, Rhonda, comes by. Rhonda wants Juanita to take her break now, so that they can eat a snack together. What should Juanita do (Rhonda is the sister of the person Juanita wants to date)?

People Involved:
Points of View:
Possible Solutions

As we were talking about these dilemmas, I thought about a time when:

Ethical Dilemmas Are:

The most difficult part of ethical decision-making for me is:

Ethical Dilemmas in the workplace remind me of (school/classroom experiences):

To be an ethical decision-maker, I have to:

I wonder:

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Unit 1 Title: Evaluating One's Personal, Ethical, Academic, and Work Habits

Lesson Title: How Does Who I Am Relate to Employability? **(**Part 2) **Lesson:** 2 **of** 2

Grade Level: 6

Length of Lesson: 50 minutes

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

Grade Level Expectation (GLE):
CD.9.B.06: Develop a resume of work experiences for home and school.

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

Materials (include activity sheets and/ or supporting resources)

Activity Sheet: *It's All About Me*!
OPTIONAL: If students have access to a computer lab, students could complete actual resumes using the *It's All About Me* Activity Sheet. Most computer word processing software contains a resume template.

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

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 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. 2. Recognize and practice honesty and integrity in academic work and in the workplace. 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	Reading and writing
	Mathematics	
X	Social Studies	Use of tools of social inquiry and relationships of the individual to the group

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	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will assess and analyze five work habits, which contribute to success in the workplace.
The student will complete a personal resume of work experiences for home and school.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students will participate in question and answer sessions.
Students will develop a skill-based resume. Students will be able to explain resume-writing situations in which an ethical dilemma may present itself. Students will be able to project the personal consequences and the ethics involved in presenting oneself in a positive, yet truthful, light. Self-evaluation tools will be used.

Lesson Preparation

Essential Questions: What is a resume and what is its purpose? Why are personal, ethical, and work habits important to career decision making? How do these components relate to job-seeking skills?

Engagement (Hook): How will employers know who you are and what your capabilities may be before they have seen you? What is a resume? What skills and experiences have you had that would be valuable to employers and to employability in general?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Students will review prior the prior guidance lesson pointing out the importance of Personal Characteristics and Work Habits in the job seeking, getting and keeping process.	1. Students will identify personal characteristics and work habits and relate them to ethical decision-making at school as well as on the job.
2. Continue with, “A resume is a short story of our life experiences, interests, and abilities. Today, we will start that process. Today, you will be completing an Activity Sheet	2. Students will complete Activity Sheet.

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that will give you a chance to 'talk in writing' about yourself. You will be reviewing and reflecting what you have said about yourself from the point of view of an employer." Provide students with "*It's All about Me"* Activity Sheet.	
3. Once the students have completed the Activity Sheet, ask students to take the role of a prospective employer. Does the information on the *It's All About Me* activity sheet reflect who the student is and his or her capabilities? How is the information presented? Based on what's presented, how will the individual's academic skills and abilities be viewed? What about personal skills and work habits?	3. Students will engage in a critical self-evaluation of their responses on the "*It's All About Me*" Activity Sheet. The final question—"Will I be called for an interview with the employer?"
4. OPTIONAL: The counselor may allow time for students to work with a computer software program to complete a resume, based on information from the Activity Sheet. Information will be inserted into the students' Personal Plan of Study/Career Portfolios for review and discussion throughout Middle School (See Unit 1 Lesson 1:Guidelines for Personal Plan of Study/Career Portfolio)	4. OPTIONAL: Students will complete their resumes using computer software.

Teacher Follow-Up Activities

The teacher will give students an opportunity to update the resume information.

Counselor reflection notes (completed after the lesson)

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Activity Sheet: It's All About Me!

Your life experiences can lead to opportunities in the future. When you are applying for a job, a resume is a way to introduce yourself and to tell about your experiences.

Name: _____

Street Address: _____

City/State/Zip Code _____

Telephone Number: __(Area Code_____)_____

Wellness and Self-Care: You must be healthy and fit to be your most successful self. How do you maintain your mental and physical wellness? (handling stress, personal hygiene, getting rest, eating healthy foods)

_____

_____

_____

How would others rate your care for yourself? Great Good Poor

How do you rate yourself in the area of wellness? Great Good Poor

At Home: How do you help at home? (help with laundry, cooking, cleaning, taking care of animals, mowing, raking leaves, etc.)

_____

_____

How would your parents/guardians rate your work? Great Good Poor

Do you finish your jobs? Always Sometimes Once in a While

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At School: How do you help at school? (tutoring others, classroom jobs, etc.)

_____

_____

_____

How would school people rate your work? Great Good Poor

Do you finish your jobs? Always Sometimes Once in a While

Social Responsibility—Service to Others: How do you help in the community? (helping a neighbor or participating in a community project—such as a food drive)

_____

_____

_____

How would people in the community rate your work? Great Good Poor

Do you finish your jobs? Always Sometimes Once in a While

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COURSE INTRODUCTION:

Career Development

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

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

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

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

UNIT DESCRIPTION: Evaluating One's Personal, Ethical, Academic, and Work Habits This Unit introduces students to the importance of personal characteristics and "work-habit" skills to getting and keeping a job. Students will explore personal character traits and use that information to discuss ethical dilemmas. Employment readiness skills (including the purpose of and writing resumes, interviewing processes, portfolio development) Students will develop a skill-based resume. They will assess and analyze personal and work habit skills in the process.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 40 minutes each

ESSENTIAL QUESTIONS:

1. What if people didn't respect others?
2. What are ethics?
3. Why are ethics important in the world of work?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will define the term "ethics" and identify five reasons why ethical behavior is important in the workplace.		CD.9.A.06: Assess and analyze personal, ethical and work habit skills as they relate to individual student success. CD.9.B.06.a.i: Develop a resume of work experiences for home and school.		W.6.2 SL.6.1 SL.6.2 SL.6.3 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	CD C. Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level – 4 DOK Level – 2
2. The student will assess and analyze five work habits, which contribute to success in the workplace.		CD.9.A.06 CD.9.B.06		W.6.2 SL.6.1 SL.6.2 SL.6.3 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	CD C	DOK Level – 4 DOK Level – 2

3. The student will complete a personal resume of work experiences for home and school.		CD.9.A.06 CD.9.B.06		W.6.2 SL.6.1 SL.6.2 SL.6.3 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	CD C	DOK Level – 4 DOK Level – 2

ASSESSMENT DESCRIPTIONS*:

Students will discuss ethics and ethical behavior. Students will work within groups to problem-solve ethical dilemmas. Students will prepare a preliminary, skill-based resume.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct __x__ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction
1 2 3	See Lessons: Lesson 1: How Does Who I Am Relate to Employability? (Part 1) Lesson 2: How Does Who I Am Relate to Employability? (Part 2)
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: Lesson 1: How Does Who I Am Relate to Employability? (Part 1) Lesson 2: How Does Who I Am Relate to Employability? (Part 2)

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice __x___ Compare & Contrast	__x___ Problem Solving (Ls. 1) _____ Case Studies _____ Reading for Meaning __x___ Inquiry (Ls. 1) _____ Reflective Discussion	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning

	(Ls. 1,2) _____ Didactic Questions _____ Demonstrations __x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2)	_____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing __x___ Model Building (Ls. 2) _____ Surveys	_____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	__x___ Discussion (Ls. 1) _____ Laboratory Groups _____ Think, Pair, Share __x___ Cooperative Learning (Ls. 1) _____ Jigsaw __x___ Problem Solving (Ls. 1) __x___ Structured Controversy (Ls. 1) _____ Tutorial Groups _____ Interviewing _____ 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 2 Title: The Balancing Act **Grade Level:** 7

Number of lessons in unit: 2

Time required for each lesson: 45 minutes

Best time of year to implement this unit: Fall, but can take place through the year

Lesson Titles:
Lesson 1: Survivors
Materials/Special Preparations Required:
Personal Strengths Statements teacher worksheet
Masking tape
10'x10'tarp
Lyrics to any popular chorus
Visual display of strength statements
My Personal Strengths worksheet

Lesson 2: The Quest for Magic Minutes
Materials/Special Preparations Required:
Time-waster/Time-saver teacher worksheet
Paper
Writing instrument

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.07: Demonstrate understanding of individual strengths and personal challenges and how they relate to a positive self-concept. (DOK Level - 2)
PS.1.B.07: Apply personal planning strategies to balance individual, family, and school responsibilities. (DOK Level - 4)
PS.1.C.07: Identify and practice ways to be a contributing group member. (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.
B: Students will make decisions, set goals and take necessary action to achieve goals.

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

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate 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.

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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.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 6. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 6. Identify tasks that require a coordinated effort and work with others to complete those tasks. 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management). 4. Principles of movement and physical fitness.
	Fine Arts	

Unit Essential Questions:

How do people manage their time effectively? What are possible ways that others might benefit from your personal strengths?

Unit Measurable Learning Objectives:

The student will complete a graphic organizer delineating four personal strengths. The student will write a reflective statement regarding the group activity, *Tarp Game*. The student will create and present a *Magic Minute* commercial that demonstrates how they

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would change a time-waster into a time-saver.

Unit Instructional Strategies/Instructional Activities:

____ Direct
_X_ Indirect (Problem Solving; Reflective Discussion; Concept Mapping)
_X_ Experiential (Simulations; Games)
_X_ Independent Study (Journals; Reports)
_X_ Interactive Instruction (Brainstorming; Discussion; Problem Solving; Tutorial Groups)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will identify four personal strengths and use his/her personal strengths to solve a problem within a group.
The student will work in small groups to develop a commercial, promoting a time-saver.

Brief Summary of Unit:
This unit focuses on student assessment of personal strengths, through self-assessment and group activity. The unit also addresses time management skills as students move toward more responsibilities and commitments for which they are accountable.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Strategies that lead to success in a cooperative learning activity.

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Unit 1 Title: The Balancing Act

Lesson Title: Survivors **Lesson** 1 of 2

Grade Level: 7

Length of Lesson: 60-70 minutes, but could easily be broken into two separate sessions

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.07: Demonstrate understanding of individual strengths and personal challenges and how they relate to a positive self-concept.
PS.1.C.07: Identify and practice ways to be a contributing group member.

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

Materials (include activity sheets and/ or supporting resources)

Personal Strengths Statements teacher worksheet
Masking tape
10'x10'tarp
Lyrics to any popular chorus
Visual display of strength statements
My Personal Strengths worksheet

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 3. Develop and apply strategies based on one's own experience in preventing or solving problems 6. Examine problems and proposed solutions from multiple perspectives.
X	Goal 4: make decisions and act as responsible members of society 6. Identify tasks that require a coordinated effort and work with others to complete those tasks. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	4. Principles of movement and physical fitness
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will complete a graphic organizer delineating four personal strengths.
The student will write a reflective paragraph statement regarding the group activity, *Tarp Game*.

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.
Completion of *My Personal Strengths* worksheet and successful completion of *Tarp Game* activity.
Write responses to these questions on the visual display board for review and further discussion.

Lesson Preparation

Essential Questions: What might be ways that others can benefit from your personal strengths?

Engagement (Hook): Discuss the statement: "Too much of anything is not a good thing." Have you ever been in a group with all leaders? All followers? All fun people? How can teams increase productivity? We need a variety of individual strengths when working as a team.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Prior to starting the lesson, place a 20 ft. piece of masking tape onto the floor in an open area (be sure flooring is acceptable for tape). Label one end "Most Like Me" and the opposite end "Least Like Me".	1. NA

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2. Explain that the line on the floor represents a scale from most like you to least like you. Read a statement from the *Personal Strengths Statements* teacher worksheet and have students decide where they will stand on the continuum (tape line). At a predetermined signal, students move.	2. Students listen to statements, decide where they'll stand on the line and at a signal move to the appropriate place.
3. Select two people at the "most like me" end of the line to explain this strength and how it helps a group accomplish its task.	3. Students explain their understanding of the strength and how it is helpful in a group situation.
4. Repeat steps 2 and 3 for next 10 minutes.	4. Repeat steps 2 and 3 for each question.
5. Put visual display of the strength statements up while students are seated. Instruct students to complete the *My Personal Strengths* worksheet at their seat with their personal strengths.	5. Student completes *My Personal Strengths* worksheet by writing at least four of their own personal strengths. They may use teacher transparency of statements if necessary.
6. Explain to students the next activity will involve students' knowledge of their positive personal traits and how those traits affect the group's ability to be successful. Instruct up to 12 students at a time to board the tarp. They must stay on the tarp for 10 seconds (long enough to sing the chorus of an agreed upon song). Once they have succeeded, fold the tarp in half and have them board again. Each time they are successful, reduce size of tarp. The goal is to keep as many people on the tarp as possible through the size-reductions and the chorus-singing.	6. Students board the tarp in groups of up to 12 and observe what personal strengths are needed to help them reach the goal of continuing to fit everyone on the tarp as it gets progressively smaller.
7. Once everyone has participated, discuss personal strengths that led to success.	7. Students participate in class discussion. Individually students will do journal writing about their experience in the group.

Teacher Follow-Up Activities

Teacher keeps a copy of each student's personal strength sheets on file to determine future heterogeneously grouped teams. When doing group work, teacher reminds students to utilize

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everyone's personal strengths and review individual student strengths.

Counselor reflection notes (completed after the lesson)

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Personal Strength Statements
Teacher Worksheet

Prior to starting the lesson, place a 20 ft. piece of masking tape onto the floor in an open area (be sure flooring is acceptable for tape). Label one end "Most Like Me" and the opposite end "Least Like Me". Explain that the line on the floor represents a scale from most like you to least like you. Read a statement from this worksheet and have students decide where they will stand on the continuum (tape line). At a predetermined signal, students move (see lesson for further instructions).

I consider all options before I make a decision.

I believe there is a right way to do everything.

I can always learn more.

I encourage others in my group.

I love to plan.

I am an expert at making deals.

I ask a lot of questions.

I can do many things at once.

I am responsible and organized.

I am not afraid to try something new.

I have patience when working with others.

I love a tough challenge and will ALWAYS find a way to do it.

I am logical when I solve problems.

I have a lot of energy and can do many things at once.

I prefer working in small groups.

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I prefer working independently.

I like knowing rules and expectations.

I am a good listener when my friends need to talk.

I am cool, calm and collected under pressure.

I am always prepared for class.

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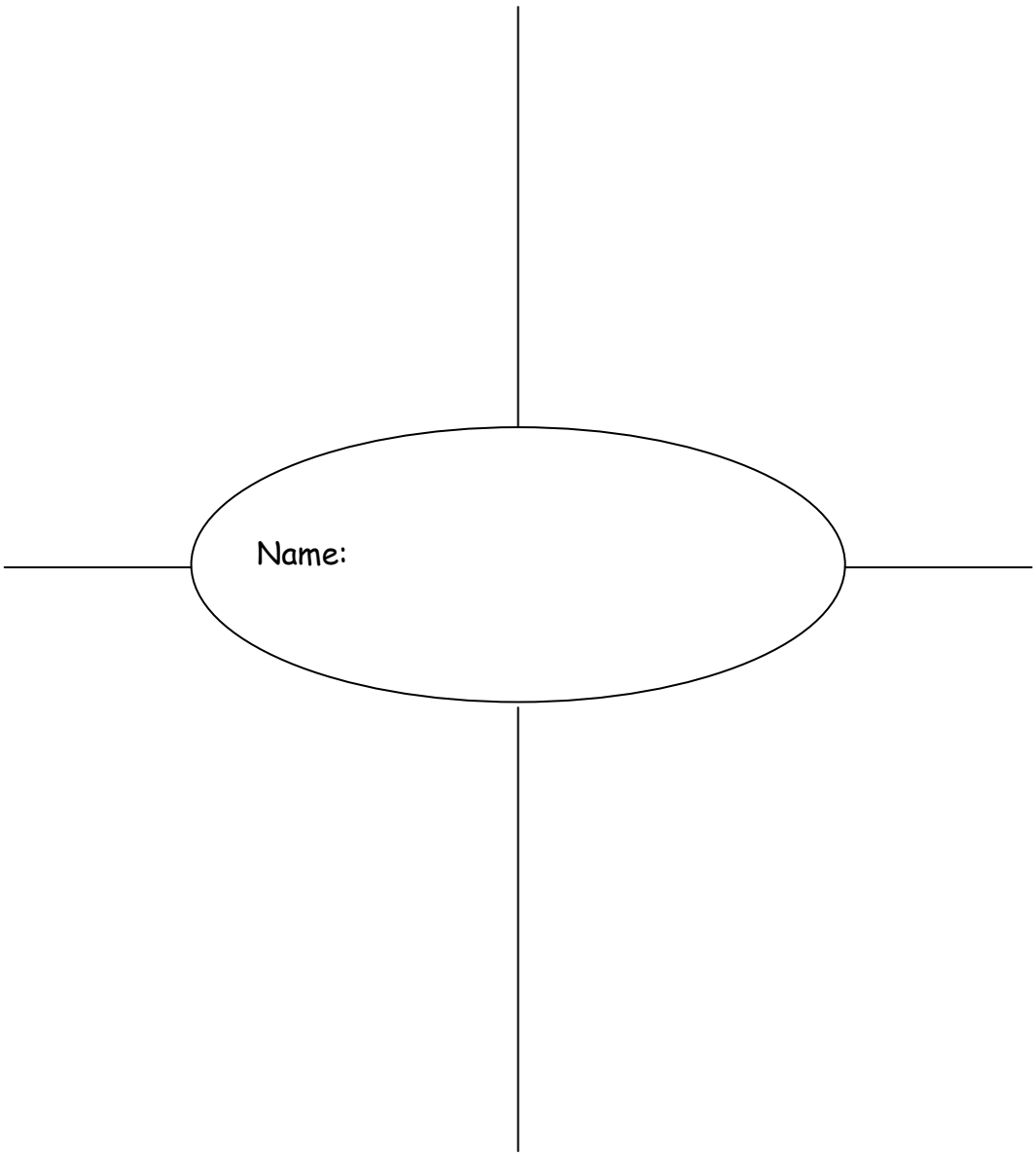
The teacher will visually display the strength statements while students are seated. Instruct students to complete the graphic organizer worksheet at their seat with their personal strengths. Each student completes a graphic organizer by writing at least four of his or her own personal strengths.

Date: _____

My Personal Strengths



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Unit 1 Title: The Balancing Act

Lesson Title: The Quest for Magic Minutes **Lesson** 2 of 2

Grade Level: 7

Length of Lesson: 70 to 100 minutes (may be divided into 2 sessions)

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.B.07: Apply personal planning strategies to balance individual, family, and school responsibilities.
PS.1.C.07: Identify and practice ways to be a contributing group member.

American School Counselor Association (ASCA) National Standard:
Personal/Social Development
B: Students will make decisions, set goals and take necessary action to achieve goals.

Materials (include activity sheets and/ or supporting resources)

Time-waster/Time-saver teacher worksheet
Paper
Writing instrument

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 for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students
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
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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	5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	2. Principals and practices of physical and mental health (such as health habits, nutrition, stress management)
	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 create and present a *Magic Minute* commercial that demonstrates how they would change a time-waster into a time-saver.

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 create and present a *Magic Minute* commercial demonstrating a time-saving tip and be able to verbally explain their reasons for selecting that tip.

Lesson Preparation

Essential Questions: How do people manage time effectively?

Engagement (Hook): To be read like a commercial: “Feeling out of control? No time to do what you want? Want to just crawl into a hole and hope your problems disappear? Then you need *Magic Minutes* in your life.” May use a video (YouTube or create your own) *Magic Minute* commercial.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Divide students into groups of three. Explain they are part of an ad team that will be developing a commercial. Have the groups brainstorm time-wasters.	1. Student-groups will brainstorm time-wasters that keep them from their individual, family, and school responsibilities.
2. Facilitate reporting from the-groups and generate a list on board. (See *Personal Strengths Statements* teacher worksheet for example.)	2. Teams will report back and actively listen for other's views and suggestions.
3. Explain that the students are to problem-solve ways to turn a time-waster into a time-saver. Groups will be planning and presenting a commercial to advertise their time-saver. (These should be ideas that really work for them.) Allow students 10 to 15 minutes to complete their commercial.	3. Each group takes a time-waster and designs a time-saver to take its place. They work on a commercial related to the benefits of the time-saver.
4. Allow students time to present their commercials.	4. Students present their projects and critique other students' ideas for applicability to their lives. Are the ideas practical?
5. Have the students choose one *Magic Minute* that they will incorporate this week.	5. Students will write the *Magic Minute* in their planners.

Teacher Follow-Up Activities

The counselor may want to record all the students' ideas to create an ongoing list for the class and the teacher to consult throughout the school year. The teacher may also check with students to see how their *Magic Minutes* strategies are working. These tips may be incorporated in school planners the next school year.

Counselor reflection notes (completed after the lesson)

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Time-Waster or Time-Saver
Teacher Worksheet

Time-waster	Time-Saver
Do I talk on the phone during study/homework time?	Have Mom or Dad take messages or use the voice mail.
Do I engage in Instant Messaging during study/homework time?	Enable the “block message” feature on your internet.
Do I put off study/homework? Do I get anxious because it gets later and later?	Plan each day when I will set time aside to study. If I plan ahead, it is easier to get started.
Do my parents spend time reminding me to study? Does it lead to real arguments with my parents?	Fill out a time sheet and put it on the refrigerator so everyone knows when study time is and when other activities are planned.
Do I use an assignment notebook/planner?	Use of an assignment notebook/planner will save me time trying to figure out what to do.
Do I daydream or talk to myself about things other than my studies?	Stand up and change my physical position. But remember, don’t leave my desk.
Do I rarely have a plan?	Set small goals. The faster I read, the better I am able to concentrate. Use a time budgeting activity sheet. Divide assignments into small units. Set time limits for each one. Write the amount of time I think it will take to complete an assignment up in the corner and see if I can beat it.
Do I think of something to do and do it right now because I am afraid I will forget it?	Keep a reminder notepad handy or a post it in your assignment notebook.
Do I find unfinished assignments that were assigned a long time ago?	Use the calendar pages in the assignment notebook/planner. Consult it every Sunday and then plan out your week accordingly.

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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: The Balancing Act This unit focuses on student assessment of personal strengths, through self-assessment and group activity. The unit also addresses time management skills as students move toward more responsibilities and commitments for which they are accountable.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** Varies
ESSENTIAL QUESTIONS: 1. How do people manage time effectively? 2. What are possible ways others might benefit from your personal strengths?	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will complete a graphic organizer delineating four personal strengths.		PS.1.A.07: Demonstrate understanding of individual strengths and personal challenges and how they relate to a positive self-concept. PS.1.B.07: Apply personal planning strategies to balance individual, family, and school responsibilities. PS.1.C.07: Identify and practice ways to be a contributing group member.		W.7.2 W.7.3 W.7.4 SL.7.1 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 2 Level 4 Level 2

2. The student will write a reflective statement regarding the group activity, *Tarp Game*.		PS.1.A.07 PS.1.B.07 PS.1.C.07		W.7.2 W.7.3 W.7.4 SL.7.1 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6	P/SD A	Level 2 Level 4 Level 2
3. The student will create and present a *Magic Minute* commercial that demonstrates how they would change a time-waster into a time-saver.		PS.1.A.07 PS.1.B.07 PS.1.C.07		SL.7.1 SL.7.4 SL.7.6 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6	P/SD A	Level 2 Level 4 Level 2

ASSESSMENT DESCRIPTIONS*:
The student will identify four personal strengths and use his/her personal strengths to solve a problem within a group.
The student will work in small groups to develop a commercial, promoting a time saver.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	_____ Direct __X___ Indirect __X___ Experiential __X___ Independent study __X___ Interactive Instruction
1 2 3	See Lessons: Lesson 1 Survivors Lesson 2 The Quest for Magic Minutes
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: Lesson 1 Survivors Lesson 2 The Quest for Magic Minutes

	Direct: _____Structured Overview _____Lecture _____Explicit Teaching _____Drill & Practice _____Compare & Contrast _____Didactic Questions _____Demonstrations _____Guided & Shared - reading, listening, viewing, thinking	**Indirect:** __X____ Problem Solving Ls. 2 _____ Case Studies _____ Reading for Meaning _____ Inquiry __X____ Reflective Discussion Ls. 1 _____ Writing to Inform _____ Concept Formation __X____ Concept Mapping Ls. 1 _____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments ___X___ Simulations Ls. 2 ___X___ Games Ls. 1 _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	**Independent Study** _____ Essays _____ Computer Assisted Instruction __X____ Journals Ls. 1 _____ Learning Logs __X____ Reports Ls. 2 _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing _____ Panels __X____ Brainstorming Ls. 2 _____ Peer Partner Learning __X____ Discussion Ls. 1 _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw __X____ Problem Solving Ls. 1 _____ Structured Controversy __X____ Tutorial Groups Ls. 2 _____ Interviewing _____ 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: Relationships: What Do Skills Have To Do With It? **Grade Level:** 6,7 & 8
Number of Lessons in Unit: 5

Time Required for each lesson: 45-50 minutes (NOTE: the 7th grade lesson is spread over 2 days.)

Lesson Titles:
6th Grade Lesson 1: Ingredients of a Relationship Recipe
Materials/Special Preparations Required
Ingredients for a basic recipe i.e. peanut butter & jelly sandwich, drop cookies etc.
Guidelines: Ingredients for Relationship Recipe
Plain piece of white 8 ½ X 5 1/2 paper or similar size index card for each student
Markers, crayons, color pencils, scissors, glue, construction paper, etc.
Students will need paper and a writing instrument

7th Grade Lesson 2 Respect for Self and Others—Giving and Getting the Big R
Materials/Special Preparations required:
Copy of *Recipe for Relationships*
3x5 cards with a social setting written on each. Ideas for social settings include: Classroom, playground, with parents at a basketball game, at home, at a friend's home, at a school function, shopping in the mall

8th Grade Lesson 3: Relationships…Quality Control
Materials/Special Preparations Required
Activity Sheet – *I Am…..*
Mirrors
Paper and markers

8th Grade Lesson 4: I Know What You Did This Summer
Materials/Special Preparations Required
Activity Sheet – *I Heard What you Did This Summer….*
Set of footprints made from cardboard or construction paper

8th Grade Lesson 5: Relationships…Going Up While Growing Up
Materials/Special Preparations Required
Activity Sheet – *Going Up While Growing Up*
Balloon for each student
Permanent markers

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.06: Identify interpersonal skills needed to maintain quality relationships. (DOK Level 1)
PS.2.A.07: Practice effective interpersonal skills in a variety of social situations. (DOK Level 3)
PS.2.A.08: Self-assess interpersonal skills that will help maintain quality relationships. (DOK

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Level 3) **American School Counselor Association (ASCA) National Standard:** Personal and Social Development A: Students will acquire the attitudes, knowledge and interpersonal skill to help them understand and respect self and others.

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others 5. Perform or produce works in the fine and practical arts
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 experience in preventing or solving problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 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 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 3. Analyze the duties and responsibilities of individuals in societies 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	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

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		number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

What is a quality relationship and how is it maintained?

Unit Measurable Learning Objectives:

The student will identify five interpersonal skills needed to maintain a quality relationship.
The student will demonstrate how to change one inappropriate interpersonal skill into an appropriate one through role-play.
The student will complete the *I am* activity, select a skill they would like to improve, and outline a self improvement plan.
The student will demonstrate at least three effective interpersonal skills which could resolve a conflict.

The student will identify two interpersonal qualities to improve and two strategies to achieve this.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Compare & Contrast; Demonstrations; Guided & Shared - Reading, Listening, Viewing, Thinking)
_X_ Indirect (Concept Formation; Concept Mapping)
_X_ Experiential (Simulations; Role-playing; Model Building)
_X_ Independent Study (Learning Activity Packages)
_X_ Interactive Instruction (Role-playing; Discussion; Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will identify interpersonal qualities and skills that maintain quality relationships.

Brief Summary of Unit: Students will learn how to maintain quality relationships using interpersonal skills in a variety of social situations.
An emphasis on identifying the interpersonal skills needed to maintain quality relationships will be conducted in 6th grade.

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The 7th grade lesson will be a reflection and projection opportunity. Students will reflect on the past and present: what they know, what they still need to know and project future action and outcomes and how they will acquire the skills they have identified.

In the 8th grade, the students will be completing activities to help them describe the qualities and interpersonal skills they look for in a relationship and evaluate their own interpersonal skills as they relate to quality relationships.

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 need prior knowledge of how to be a friend and to be able to describe interpersonal skills.

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Unit 1 Title: Relationships: What Do Skills Have to Do with It?

Lesson Title: Respect for Self and Others—Giving and Getting the Big R **Lesson** 2 of 5

Grade Level: 7

Length of Lesson: This lesson will be spread over 2 days. Each part requires 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.07: Practice effective interpersonal skills in a variety of social situations.

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

Materials (include activity sheets and/ or supporting resources)

Copy of *Recipe for Relationships*
3x5 cards with a social setting written on each. Ideas for social settings include: Classroom, playground, with parents at a basketball game, at home, at a friend's home, at a school function, shopping in the mall

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 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 5. Perform or produce works in the fine and practical arts
	Goal 3: recognize and solve problems
	Goal 4: make decisions and act as responsible members of society

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

	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 and informally (such as reports, narratives, essays) and informally (such as outlines and notes)

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		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		Problem Solving
	Courage	X	Compassion		Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will demonstrate how to change one inappropriate interpersonal skill into an appropriate one through role-play.

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 teams of 3, students will plan, present, and discuss scenarios in which they demonstrate inappropriate and appropriate interpersonal skills in a variety of social situations.

Lesson Preparation

Essential Questions:
In what ways does respect for self and others influence interpersonal relationships?

Engagement (Hook): Pre-arrange for two students to become involved in a scene in which one student grabs another's notebook and begins going through it making disparaging remarks. The owner of the notebook tries to grab it back. At this point, say something like "Hmmm…seems you have lost some of your learning from last year."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Review the 6th grade learning about interpersonal skills. Show the *Recipe for Relationships* and ask students to recall the ingredients. Ask what else they remember about the lesson? Strive for remembering of the missing ingredient demonstration.	1. Students will participate in the discussion. Every student will contribute something to the conversation.
2. Tell students that in this lesson, they will	2. Students will get into their teams and

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be expanding their knowledge and use of effective interpersonal skills. Group students in teams of 3 and tell them that they will be working together to design a 2-minute scenario in which an individual behaves inappropriately in a social situation. You will assign the settings for the scenario.	identify the social setting they will be dramatizing. Before they do anything else, the team, will specify the exact setting and context of the scenario. They will then decide the theme of their scenario (e.g. acting out behavior, sullen or "pouty" behavior). The script of the scenario is the next step. The final step regarding the planning phase is to rehearse and time the scenario.
3. Explain that after presenting the scenarios to the class, the student groups will lead a class discussion for the purpose of assessing the inappropriate/appropriate interpersonal skills displayed in the scenario. Each group should plan for, at least, 3 discussion questions. Allow 10-15 minutes for planning depending on the group and the time remaining, talk about how to lead a discussion (encourage note taking), and encourage open-ended questions. Teams work together to plan their discussion.	3. Students will take notes about the key points of leading discussions and teams will decide on the starter questions to be asked.
DAY 2 OF LESSON This will be the day for the formative assessment, the presentation of the scenarios. See the Formative Assessment for directions.	**DAY 2 OF LESSON** Students will use appropriate interpersonal skills as they perform and participate in discussions.

Teacher Follow-Up Activities

Counselor reflection notes (completed after the lesson)

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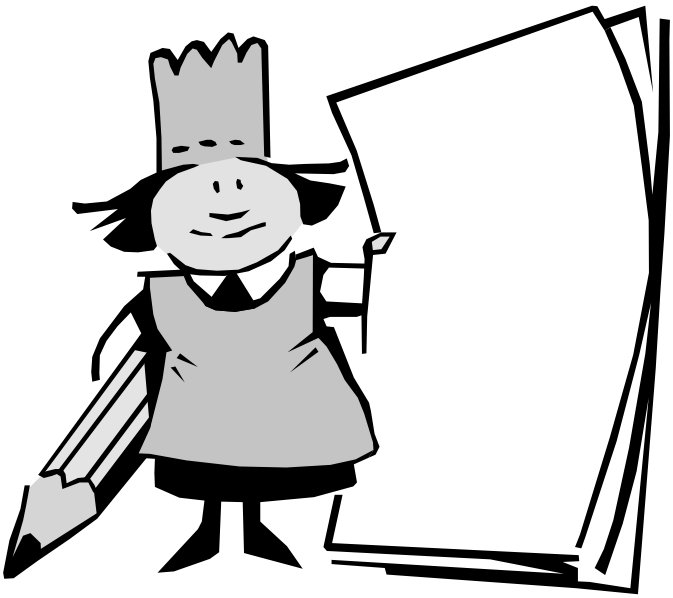
Guidelines:
Ingredients for Relationship Recipe

1. Card must be completed on paper given (should only be on one side) and with your name on the back.
2. Card must identify 5 interpersonal skills needed to maintain quality relationships (check your spelling).
3. Card should be decorated so that it is attractive. Use crayons, markers, color pencils, construction paper, or drawings to decorate the card.



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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: Relationships: What Do Skills Have To Do With It? Students will learn how to maintain quality relationships using interpersonal skills in a variety of social situations. An emphasis on identifying the interpersonal skills needed to maintain quality relationships will be conducted in 6th grade. The 7th grade lesson will be a reflection and projection opportunity. Students will reflect on the past and present: what they know, what they still need to know and project future action and outcomes and how they will acquire the skills they have identified. In the 8th grade, the students will be completing activities to help them describe the qualities and interpersonal skills they look for in a relationship and evaluate their own interpersonal skills as they relate to quality relationships.	**SUGGESTED UNIT TIMELINE:** 5 Lessons **CLASS PERIOD (min.):** 45 – 50 minutes each

ESSENTIAL QUESTIONS:
1. What is a quality relationship and how is it maintained?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify five interpersonal skills needed to maintain a quality relationship.		PS.2.A.06: Identify interpersonal skills needed to maintain quality relationships. PS.2.A.07: Practice effective interpersonal skills in a variety of social situations. PS.2.A.08: Self-assess interpersonal skills that		SL.6.1 L.6.1 L.6.2 L.6.3	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 1 Level 3 Level 3

		will help maintain quality relationships.				
2. The student will demonstrate how to change one inappropriate interpersonal skill into an appropriate one through role-play.		PS.2.A.06 PS.2.A.07 PS.2.A.08		SL.7.1 SL.7.6 L.7.1 L.7.2 L.7.3 L.7.6	P/SD A	Level 1 Level 3 Level 3
3. The student will complete the *I am* activity, select a skill they would like to improve, and outline a self-improvement plan.		PS.2.A.06 PS.2.A.07 PS.2.A.08		W.8.2 SL.8.1 L.8.1 L.8.2 L.8.3	P/SD A	Level 1 Level 3 Level 3
4. The student will demonstrate at least three effective interpersonal skills which could resolve a conflict.		PS.2.A.06 PS.2.A.07 PS.2.A.08		W.8.2 W.8.3 SL.8.1 L.8.1 L.8. L.8.3	P/SD A	Level 1 Level 3 Level 3
5. The student will identify two interpersonal qualities to improve and two strategies to achieve this.		PS.2.A.06 PS.2.A.07 PS.2.A.08		W.8.2 SL.8.1 L.8.1 L.8.2 L.8.3	P/SD A	Level 1 Level 3 Level 3

ASSESSMENT DESCRIPTIONS:
Students will identify interpersonal qualities and skills that maintain quality relationships.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X___ Direct __X___ Indirect __X___ Experiential __X___ Independent study __X___ Interactive Instruction
1 2 3	See Lessons: 6th Grade Lesson 1 Ingredients of a Relationship Recipe 7th Grade Lesson 2 Respect for Self and Others—Giving and Getting the Big R

4 5	8th Grade Lesson 3 Relationships…Quality Control 8th Grade Lesson 4 I Know What You Did This Summer 8th Grade Lesson 5 Relationships…Going Up While Growing Up
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4 5	See Lessons: 6th Grade Lesson 1 Ingredients of a Relationship Recipe 7th Grade Lesson 2 Respect for Self and Others—Giving and Getting the Big R 8th Grade Lesson 3 Relationships…Quality Control 8th Grade Lesson 4 I Know What You Did This Summer 8th Grade Lesson 5 Relationships…Going Up While Growing Up

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice __X____ Compare & Contrast Ls. 5 _____ Didactic Questions __X____ Demonstrations Ls. 2 __X____ Guided & Shared - reading, listening, viewing, thinking Ls. 1, 4	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry ___X___ Reflective Discussion Ls 5 _____ Writing to Inform __X____ Concept Formation Ls. 2 __X____ Concept Mapping Ls. 4 _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments __X____ Simulations Ls. 1, 4 _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations __X____ Role-playing Ls. 2, 4 __X____ Model Building Ls. 5 _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports __X____ Learning Activity Packages Ls. 1, 3, 4, 5 _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates __X____ Role Playing Ls. 2, 4 _____ Panels _____ Brainstorming _____ Peer Partner Learning __X____ Discussion Ls. 1 _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw __X____ Problem Solving Ls. 4, 5 _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ 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 2 Title: R-E-S-P-E-C-T--Find Out What It Means To You (And Me) **Grade Level:** 6-8

Number of Lessons in Unit: 3

Time Required for each lesson: 40-90 minutes

Best time of year to implement this Unit: Beginning PS 2.B Unit 2 early in the school year will give everyone involved time to plan and implement a school-wide program.

Lesson Titles:

6th Grade Lesson 1: Respect: Looks Like, Sounds Like, Feels Like

Materials/Special Preparation:

Activity Sheet -*Planning to Use Respect*
Writing utensils
Activity Sheet- *R-E-S-P-E-C-T: Looks Like, Sounds Like, Feels Like*

7th Grade Lesson 2: R-E-S-P-E-C-T: A Basic Skill

Materials/Special Preparation:

Collaboration with Fine Arts, Communication Arts and Social Studies faculty to work with students in such things as design of materials, writing promotion materials, survey methods and analyzing data.
Resource Person(s) to talk with students about design elements to consider when developing an advocacy plan. (Survey parents as possible resources.)
Production Resources (e.g., paper, markers, and recording equipment – video and audio)
Five or six advertisements for products with high recognition value for seventh graders (e.g., multi-media advertising for a new movie, a new video game, or a clothing line). Before the lesson, block out the names of the products and label each product with a number. The product numbers will match a line in Column B of Activity Sheet 1.
Examples of multi-media advertising campaign(s); slogans, "theme songs", logos (to be gathered by students outside of school)
Resources: Print and world-wide-web information and resources regarding public relations, planning, and advocacy
Performance Scenario Activity Sheet
Performance Scenario Rubric
Activity Sheet 1
Activity Sheet 2

8th Grade Lesson 3: A Stranger Among Us

Materials/Special Preparation:

Activity Sheet – *A Stranger Among Us*

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.2 Interacting With Others in Ways that Respect Individual and Group Differences

Grade Level Expectations (GLEs):

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PS.2.B.06: Identify and develop strategies to promote acceptance and respect in the school and community. (DOK Level - 3)
PS.2.B.07: Promote acceptance and respect for individual differences. (DOK Level - 4)
PS.2.B.08: Apply strategies that promote acceptance and respect of others within the global community. (DOK Level - 4)

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

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

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources 8. Organize data, information, and ideas into useful forms for analysis or presentation 9. Identify, analyze, and compare the institutions, traditions and art 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 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	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or the processes used in recognizing and solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 3. Analyze the duties and responsibilities of individuals in societies 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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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 4. Writing formally and informally 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	3. Data analysis, probability, and statistics
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions 7. Use the tools of social science inquiry
	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. 4. Interrelationship of the visual and performing arts and the relationships of the arts to other disciplines

Unit Essential Questions:

What is respect?

Unit Measurable Learning Objectives:

The student will develop three strategies that will promote acceptance and respect in the school and community.
The student will apply knowledge about respect and develop a school wide plan to promote respect in their school.
The student will answer five questions about getting to know someone who is different than them.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Structured Overview; Guided & Shared – reading, listening, viewing, thinking)
_X_ Indirect (Concept Formation; Concept Mapping; Concept Attainment)
_X_ Experiential (Simulations)
_X_ Independent Study (Learning Activity Packages)
_X_ Interactive Instruction (Brainstorming, Discussion; Cooperative Learning; Problem Solving)

Unit Summative Assessment (acceptable evidence):

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

Students will demonstrate the process of advocating peacefully, knowledgably, and with an

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identifiable purpose and plan.

Brief Summary of Unit: Students will learn how to advocate peacefully, knowledgeably, and with an identifiable purpose and plan.

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

Communication Arts: Fundamentals of standard English, reading and writing formally and informally, participating in group discussions and presentations
Mathematics: data analysis
Social Studies: using the tools of social science inquiry (e.g. surveys and interviews)
Comprehensive Guidance: the elements of being a friend; the ability to describe "interpersonal skills," the ability to use basic self-assessment processes, understanding "respect" as a way of life and an element of friendship.

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Unit 2 Title: R-E-S-P-E-C-T…Find Out What It Means to Me (and You)

Lesson Title: R-E-S-P-E-C-T: A Basic Skill **Lesson** 2 of 3

Grade Level: 7

Length of Lesson: A minimum of four 50-minute class periods. (Consider implementing this lesson over time so *Operation R-E-S-P-E-C-T* advocacy plan and products are developed to their fullest.)

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.07: Promote acceptance and respect for individual differences.

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

Materials (include activity sheets and/ or supporting resources)

Collaboration with Fine Arts, Communication Arts and Social Studies faculty to work with students in such things as design of materials, writing promotion materials, survey methods and analyzing data.
Resource Person(s) to talk with students about design elements to consider when developing an advocacy plan. (Survey parents as possible resources.)
Production Resources (e.g., paper, markers, and recording equipment – video and audio)
Five or six advertisements for products with high recognition value for seventh graders (e.g., multi-media advertising for a new movie, a new video game, or a clothing line). Before the lesson, block out the names of the products and label each product with a number. The product numbers will match a line in Column B of Activity Sheet 1.
Examples of multi-media advertising campaign(s); slogans, "theme songs", logos (to be gathered by students outside of school)
Resources: Print and world-wide-web information and resources regarding public relations, planning, and advocacy
Performance Scenario Activity Sheet
Performance Scenario Rubric
Activity Sheet 1
Activity Sheet 2

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of

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	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 4. Writing formally (e.g., reports, narratives, essays) and informally (e.g., outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	3. Data analysis, probability, and statistics
X	Social Studies	7. Use the tools of social science inquiry
	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. 4. Interrelationship of the visual and performing arts and the relationships of the arts to other disciplines.

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will apply knowledge about respect to develop a school wide plan to promote respect in their school.

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 become involved in a simulation as an advocate for a school-wide commitment to R-E-S-P-E-C-T as a way of life.

Lesson Preparation

Essential Questions: What does respect mean? How would respect as a basic skill make a difference in our school?

Engagement (Hook): Gather print and non-print examples of advertising campaigns for a familiar product (e.g., brochures and multi-media presentations for the DVD of a box-office hit movie). To the extent possible, override or block out product/event names on the packaging. Play and/or show advertising "mechanisms."

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will introduce the lesson using the Hook. After showing/playing the first of the advertisements/commercials, explain Activity Sheet 1, its purpose, and student tasks. (Be sure products are numbered and that the numerals match the numerals on the data entry form.) After each advertising example, students will record what they believe to be the product name in Column A of Table 1 on Activity Sheet 1: *RESPECT by the Numbers).*	1. Students will enter what they believe to be the name of the products in Column A of Activity Sheet 1: *RESPECT by the Numbers.*
2. After each of the media examples has been viewed/heard and students have entered their responses in Column A of Table 1, show the actual or a facsimile of the product being promoted by each advertisement As products are displayed, students write correct product name in second column of A in Table 1. In Column B, students will indicate whether or not they responded with the correct product name.	2. When all advertising has been viewed or heard and the product names have been listed in Column A, students will re-view/listen to advertising message for each product, participate in a discussion about the products and their names and enter the correct product names in second column of A. They will self-score their responses and indicate in Column B whether or not they responded with the correct product name.
3. The counselor (or classroom teacher) will facilitate data collection and data entry by providing leadership for the completion of Columns C (current ownership and use) and Column D (potential ownership/use).	3. Working with the guidance of the counselor or classroom teacher, the data collection and data entry process will be continued. Columns C (current ownership and use) and Column D (potential ownership/use).
4. When data have been entered, students will gather/analyze data to determine the percentage of students who correctly identified the products advertised (Column B); the number who already own or use the product (Column C); and who, if they could, would buy the product after seeing the commercial/ advertisement for the product Column D).	4. Students will assist with counting and recording responses in Columns B, C, and D.
5. To accomplish the aggregation of the data, assign students to a 3 or 4 member group to	5. Students will ask questions to clarify their tasks and work with others to compile group

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compile individual results into group results. Assuming the class will be divided into at least 6 teams, we suggest that 2 teams work (independently) on compiling the data for one column (B, C, or D). In that way, a system of checks and balances occurs. Enter the results in Table 2 of Activity Sheet 1.	data for one Column: B, C, or D.
6. Ask students who compiled data for the separate columns (B, C, or D) to present the results from Table 2 to the rest of the class. Class members who are not presenting, may use Activity Sheet 1 to record the results.	6. Students will participate in the planning and delivery of an informal presentation regarding the results of the survey process.
7. As results are shared, bring out the following themes and ideas (if members of the groups or class don't mention the themes.) • Planned use of media sells products. • The most successful advertising is that which embeds a concept or opinion of the product in other's thinking. • If respect is to be considered a basic skill, we must sell it via a planned media campaign, a-la- "Operation R-E-S-P-E-C-T." • Seventh graders can be a catalyst for communicating respect as a way of life within their schools. • We all have a social responsibility to advocate for the respect of all people, especially those who are too young to advocate for themselves	7. Students who are not presenting, will practice team skills by asking questions, making suggestions and being supportive of those presenting.
8. Review the conceptual essence of the 6th grade lesson: using more than one sensory modality enables us to gather data that might be overlooked if only one sensory mode were used. Remind students that in the sixth grade lesson, they were taking responsibility for communicating their respect and honoring of others. Distribute copies of Activity Sheet 2-	8. Students will volunteer to share their successes and challenges in implementing their sixth grade plans to show respect.

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Planning to Use Respect. Ask for volunteers to talk about the parts of their plans they have been able to continue beyond the 6th grade lesson. Closure for Steps 1-8 of this lesson: Ask: How does communicating respect for another relate to our purchase of products? How might the use of multi-sensory modalities be used to increase sales? Encourage looking and listening for ads that incorporate multi-sensory modalities. **NOTE:** This is a good place to end the first day of the Operation R-E-S-P-E-C-T planning process.	
9. Ask students to tell about their observations regarding the use of multi-sensory modalities in advertising. As needed, review the hook. You are seeking examples of advertisers using multi-sensory approaches to influence consumers to buy their products.	9. In groups, students will identify the sensory modes that were used in the advertisements presented as the Hook for this lesson.
10. Write Auditory, Visual, and Heart Feeling as column headers on dry erase board, SMART Board, or chart paper. **Introduce the Performance Scenario and "Operation R-E-S-P-E-C-T" campaign by asking: "What makes you buy a product?" As they brainstorm, write their words in the column where the words fit best—add additional sensory modes (taste, smell, touch) if needed.**	10. As a whole group, students will identify what influences them when deciding whether or not to buy a product.
11. "How do companies know the best way to influence consumers?"	11. Students will contribute to information with personal examples regarding companies' use of multi sensory modalities to determine best way to influence consumers to buy products (e.g. taste tests in the grocery store, interview in department store about clothing preferences).

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12. Tell the students that they are going to become advertising executives for an ad firm that has been hired by your school to sell the concept of "R-E-S-P-E-C-T: A Basic Skill and A Way of Life" to the school community. Ask students what selling a concept means to them. Remind students that the purpose of the plan for communicating respect to family members was a plan to sell a concept—I respect and honor you, my mother.	12. Students will contribute to discussion re: selling a concept – what does it mean?
Distribute the Performance Scenario and rubric. Provide students time to read the scenario and the rubric guidelines. When students have had time to read the scenario and guidelines, open the discussion to questions about the assignment.	Students will read the Performance Scenario and rubric and ask clarifying questions.
When individual questions have been answered, assign students to their advertising teams. Guide students in introducing themselves by telling about the skills they each will bring to the work of the team (e.g. art poetry writing, rap singing, organization).	Students will meet with their advertising teams to get acquainted with each other as members of the same team. Each will complete A self-assessment and asset search –What strengths do I bring to this team as a "knowledgeable worker"? What personal strengths do I possess that will facilitate the use of every team member's positive energy?
13. Assignment: Tell students they are to begin thinking like an ad executive—each student will look for comprehensive product-advertising campaigns and bring examples to the next guidance class meeting. Examples may be from any type (legal) business. Before the next meeting time, students will write a one-two page informal writing describing of the large-scale ad campaign, hypothesizing about target audience and how the company's campaign appeals to that audience. The last paragraph of the student's writing will demonstrate the transfer of knowledge and understanding gained through observing/analyzing large scale advertising campaigns to the	13. Students will ask questions to clarify the kinds of examples and the resources that are available for finding examples. Students will ask clarifying questions about the informal writing assignment.

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development of the "Operation R-E-S-P-E-C-T campaign. **(Note:** Suggested breaking point between day 2 and day 3 of lesson implementation).	
14. Steps 14 onward: Demonstrating GLE 2.2 7th grade Advocacy Competence. Students will join with team members to discuss observations from the real world of advertising.	14. Each student will contribute to discussion by promoting the linkage between and among the comments/observations of team members
15. The Performance Scenario Begins: The teams will begin with a team conversation about each individual's vision for "**Operation R-E-S-P-E-C-T –**Making Respect a Basic Skill and a Way of Life in the Middle School. The creativity of the team is encouraged—Each one of the members brings a unique creativity to the team—team members are responsible for helping everyone's talent and creativity come alive during the planning for the Performance Scenario. When individual visions have been shared, the collaboration and division of labor begins with the team outlining each aspect of the plan and assigning people who will carry out each responsibility and identify the accountable person in each team.	15. Students will imagine and explore with other team members ways to make respect for self and others a basic skill and a way of life. A multi-media station (computer/projection equipment/printers) will facilitate the mechanics of writing the plan.
16. You-Guide on the Side: Teams will follow the Performance Scenario Rubric. The counselor and/or classroom teacher is/are urged to use restraint and curb the desire to save students from "mistakes" or embarrassment—students will learn more and gain more self-confidence if they are allowed to work their way out of a mess". Be available for support and a helping hand when a team needs it. Spend time with each team—listen to their conversations to determine what, if any, re-direction is needed. Midway through time allotment,	16. Team members will develop an Action Plan for the **Operation R-E-S-P-E-C-T** making respect for others a way of living. In their plans, students will include "accountability checks" with their partners.

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remind students of time remaining and answer any "good of the cause" questions—i.e. questions that pertain to everyone. Remind teams of product you are expecting to see at the end of this period. This is a place for real collaboration between classroom teacher and counselor – Work with CRT to incorporate time for teams to work together in classroom. The last Step: Performing and Reflection Projection: 17. Teams will each make a 7-minute presentation of their Operation R-E-S-P-E-C-T plan. Class members who are not presenting will serve as the school board/Advisory Council and will use the rubric as a checklist. At the end of each presentation 3 minutes will be set aside for writing, Students utilize Checklist and Reflection/projection statements to identify their next steps—as individuals/as a class in order to follow-through with "Operation R-E-S-P-E-C-T.	17. Students will write thoughtful "I learned …" statements; four students will volunteer to share their statements. Students will make arrangements (i.e., get permission) to post the materials they developed as a part of their proposal in high visibility, community places around the school.

Teacher Follow-Up Activities

The counselor and the classroom teacher will collaborate in order to make Operation R-E-S-P-E-C-T "work" successfully. The classroom teacher will be asked to provide a time each day for students to talk together about their observations of R-E-S-P-E-C-T becoming known as a basic skill and a way of life in the middle school.

Counselor reflection notes (completed after the lesson)

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PERFORMANCE SCENARIO
"Operation R-E-S-P-E-C-T"

Goal: (of scenario): Develop a school-wide design and implementation plan to promote R-E-S-P-E-C-T as a way of life for EVERY member of the school community (including adults).

Role: You are a member of the change management team within a public relations firm. Your team includes eight (8) members, each with a specific area of expertise and creative talent. At the first team-meeting for a new project, members identify the specialty areas of each team member as they relate to the new project.

Supporting Characters: (**note:** the number and titles of supporting characters will vary depending upon your specific situation). Your co-workers and members of the advertising company's team (7); school board and advisory council representatives (2); School Administrator (1) and any others deemed necessary.

Audience: All members of the school community: Staff, Faculty, Parents, Volunteers, Administrators and Students.

Situation: Increased tension within the school community has resulted in physical as well as verbal aggression. Students say the teachers and administrators do not respect students' suggestions and needs. Teachers, staff, and administrators point to the lack of respect students have for authority and inadequate home support for the school as the cause. Parents think school disciplinary policies are arbitrarily applied so as to benefit certain groups of students and punish others.

Your client is a joint committee of the District Board of Education and Middle School Advisory Council. The committee has charged your company with designing an action plan that will promote R-E-S-P-E-C-T among all members of the school community. The design must challenge each member of the school community to take personal responsibility for R-E-S-P-E-C-T as a way of life within the middle school community.

Product, **P**erformance and **P**urpose: You will design an action plan which will involve all members of the school community in the planning as well as implementation of Operation R-E-S-P-E-C-T. The plan will be reviewed and endorsed by all groups holding a vested interest in making R-E-S-P-E-C-T a way of life in the middle school. Examples of strategies and materials will be available for all to review (e.g., poster samples, theme song, motto). The plan will be presented to the Board of Education and the Advisory Council with the goal of making the Operation R-E-S-P-E-C-T plan a part of the district's strategic planning process from year to year.

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Performance Scenario Rubric

Reviewer: _____ Date _____Role _____

Standards and Criteria for Success:

1 = one or two elements present
2 = two or three elements present
3 = All elements present; explanations and descriptions are one or two sentences in length and step x step processes/procedures/outcomes are not provided.
4 = All elements present; explanations and descriptions are thorough and clear; step x step processes/procedures/outcomes are provided
5 = All elements present; explanations and descriptions are thorough and clear; step x step processes, procedures, outcomes are provided; plan document is organized, specific details easy to find through Table of Contents and an index.

Your proposal/plan will include:	1	2	3	4	5
An introduction and overview of the process and intended outcomes (an executive summary)					
Input from members of the school community as evidenced by: •interviews/surveys which sample the opinions and suggested solutions of each group in the school community (e.g., students, staff). •a summary of and conclusions from the results – by individual groups (disaggregated data) and as a whole (aggregated data).					
Proposed activities and people involved in each activity are identified, e.g., Activity 1 = Production of eye- and thought-catching R-E-S-P-E-C-T posters People involved = All students will work with a partner to design and produce a poster. Time Line = Begin September 1; Posters displayed: October 1; Budget = Supplies for poster production $250.00 Accountable Person = Jim and Jane Activity 2 = categories above are repeated for each of the proposed activities.					
Anticipated effects in students' lives and learning: what will students know and be able to do as a result of the activity? Short term/medium term/long term effects related to activities and Operation R-E-S-P-E-C-T					
Anticipated support/deterrents of plan (people/policy/resources) and how support as well as deterrents, will be used to assure project success.					
Assessment of results: Measurement of Success					
Overall time line, budget, persons accountable for each phase or task.					
References/Resources used during process of developing proposed plan.					

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Reflections: I Learned

_____

It would have been helpful for me if team had

_____

OR

The next time I do a team activity like this, I, _____

I rate the success of the planning process and document as:

High 5 4 3 2 1 Low

RESPECT as a basic skill and a way of life is a worthy goal for a harmonious world; therefore, I will act on my social responsibility via the following actions for social justice:

_____

_____**by ___/___/200__**

Signed _____ Witness _____

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Activity Sheet 1
(Sample tables to accompany 2.2 Grade 7 Unit 2 Lesson 2)
Preliminary Analysis of Data Collected Regarding Media Influence
R-E-S-P-E-C-T: A Basic Skill by the Numbers

Date Data Collected _____ Name of Data Collector _____

Methodology (e.g., Purpose of Data collection? How were data collected? How was sample selected, how and by whom will data be used?)

Table 1: Results

Column A ***Products*** *What I Think/ What the advertising firm says.*		***Column B*** ***Students Who Correctly Identified the Product***		***Column C*** ***Students Who currently own/use the product.***		***Column D*** ***Students who, if they could, would buy /use the product as a result of advertising.***	
In my humble opinion, the product is _____	*According to the advertising firm, the product is _____*	*I Got It Right!!!!*		*I own and/or use the Product.*		*If I could, I'd buy and/or use the Product!*	
		Yes	*No*	*Yes*	*No*	*Yes*	*No*

Table 2: Percentage of students responding "Yes" to query in Columns B, C, D, Table 1

Number of students in attendance when data were collected	**Number of non-responders**	**% of Students Who Correctly Identified the Product**	***% of Students Who currently own/use the product.***	***% of Students who, if they could, would buy /use the product as a result of the advertising.***	**Comments:**

What do the data tell you and your team?

What information do you need in addition to the survey data?

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Activity Sheet 2

(2.2 Grade 6/7 Unit 2 Lessons 1/2)

Respect: Looks Like, Sounds Like, And Feels Like …

PLANNING TO USE RESPECT

Note: *This Activity Sheet was implemented in 2.2 Grade 6 Unit 2 and will be used in 2.2 Grade 7 Unit 2 to review the use of multi-sensory data to gather information.*

Describe below how you can show respect to the people listed so that they know what respect looks like, sounds like and feels like.

Person--Use first names or initials to identify the people about whom you are writing.	Looks Like …	Sounds Like …	Feels Like …
Respect For My Parents			
Respect For My Teachers			
Respect For My Friends			
Respect for My Classmates			
Respect For My Neighbor			
Respect For My … (siblings, grandparents … someone not listed above)			
Respect For Myself			

Self-Assessment: (Please write your thoughtful responses on the back of this worksheet.)**

- **As I reviewed my responses—I learned I _____.**
- **If I want to show others that I have respect for who they are, I need to do more _____and do less _____.**

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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: R-E-S-P-E-C-T-Find Out What It Means To You (And Me) Students will learn how to advocate peacefully, knowledgeably, and with an identifiable purpose and plan.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 40 – 90 minutes each
ESSENTIAL QUESTIONS: 1. What is respect?	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	**CCSS LEARNING GOALS (Anchor Standards/Clusters)**	**CROSSWALK TO STANDARDS**				
		GLEs/CLEs	**PS**	**CCSS**	**OTHER ASCA**	**DOK**
1. The student will develop three strategies that will promote acceptance and respect in the school and community.		PS.2.B.06: Identify and develop strategies to promote acceptance and respect in the school and community. PS.2.B.07: Promote acceptance and respect for individual differences. PS.2.B.08: Apply strategies that promote acceptance and respect of others within the global community.		W.6.2 W.6.10 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.5	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 3 Level 4 Level 4
2. The student will apply knowledge about respect and develop a school wide plan to promote respect in their school.		PS.2.B.06 PS.2.B.07 PS.2.B.08		W.7.1 W.7.2 W.7.4	P/SD A	Level 3 Level 4 Level 4

				W.7.5 W.7.7 W.7.8 W.7.9 W.7.10 SL.7.1 SL.7.2 SL.7.4 SL.7.5 SL.7.6 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6		
3. The student will answer five questions about getting to know someone who is different than them.		PS.2.B.06 PS.2.B.07 PS.2.B.08		SL.8.1 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	P/SD A	Level 3 Level 4 Level 4

ASSESSMENT DESCRIPTIONS:
Students will demonstrate the process of advocating peacefully, knowledgably, and with an identifiable purpose and plan.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X___ Direct __X___ Indirect __X___ Experiential __X___ Independent study __X___ Interactive Instruction
1 2 3	See Lessons: 6th Grade Lesson # 1: Respect: Looks Like, Sounds Like, Feels Like 7th Grade Lesson # 2: R-E-S-P-E-C-T: A Basic Skill 8th Grade Lesson # 3: A Stranger Among U
	INSTRUCTIONAL ACTIVITIES: (What Students Do)

1 2 3	See Lessons: 6th Grade Lesson # 1: Respect: Looks Like, Sounds Like, Feels Like 7th Grade Lesson # 2: R-E-S-P-E-C-T: A Basic Skill 8th Grade Lesson # 3: A Stranger Among U				
	Direct: __X____ Structured Overview Ls. 1, 2 _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __X___Guided & Shared - reading, listening, viewing, thinking Ls. 1, 2, 3	**Indirect:** _____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform ___X__ Concept Formation Ls. 2 ___X__ Concept Mapping Ls. 2 ___X__ Concept Attainment Ls. 2 _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments __X___ Simulations Ls. 2 _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports ___X___ Learning Activity Packages Ls. 1, 3 _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing _____ Panels __X___ Brainstorming Ls. 1 _____ Peer Partner Learning __X___ Discussion Ls. 1, 3 _____ Laboratory Groups _____ Think, Pair, Share __X___Cooperative Learning Ls. 2 _____ Jigsaw __X___ Problem Solving Ls. 3 _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ 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 #3 Title: Conflict Resolution—I am part of the Solution! **Grade Level:** 6-8

Number of lessons in unit: 4

Time required for each lesson: 30- 50 Minutes

Best time of year to implement this unit: Anytime

Lesson Titles:

6th Grade Lesson # 1: My Problem…Your Problem…Our Problem

Materials/Special Preparations Required:

- Wrapped food item
- *How Am I Responsible?* Activity Sheet for visual display
- SMART board or other visual display

7th Grade Lesson # 2: "Re-Solutioning": Practice Brings Out Our Best

Materials/Special Preparations Required:

- *How Am I Responsible?* Activity Sheet
- 3x5 Index cards in three colors
- Scrap paper
- Video equipment
- *How Did We Do – As a Team? (Group Assessment of Process)*

8th Grade Lesson # 3: My Conflict Shield

Materials/Special Preparations Required:

- Note cards cut in half, with the names of famous couples (people or characters) that had conflicts (Romeo/Juliet, Prince Charles/Princess Diana, etc.)
- Wrapped candy
- Blank paper which students will fold into thirds
- Blank paper for conflict shield
- Colored Pencils/markers

8th Grade Lesson # 4: Put Yourself in Check

Materials/Special Preparations Required:

- *Put Yourself in Check* Worksheet

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.2C.06: Apply problem-solving and conflict-resolution skills to new challenges. (DOK: Level - 4)

PS.2.C.07: Practice problem-solving and conflict-resolution skills. (DOK: Level - 2)

PS.2.C.08: Exhibit an awareness of personal responsibility in conflict situations. (DOK: Level 2)

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

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 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 others
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace

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 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations 6. Participating in formal and informal presentations and discussions of issues and ideas

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	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

Why do I need to take responsibility?

Unit Measurable Learning Objectives:

The student will apply concepts of personal responsibility to at least two scenarios.
The student will write and perform one scenario demonstrating conflict resolution skills.
The student will create a *conflict shield* which lists 12 skills most useful in conflict resolution and identify the skills they are "excellent" in using.
The student will list feelings and reactions of one recent conflict and determine if the reaction was appropriate or inappropriate.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Structured Interview; Guided & Sharing – reading, listening, viewing, thinking)
_X_ Indirect (Problem Solving; Reflective Discussion; Concept Formation; Concept Mapping; Concept Attainment)
_X_ Experiential (Simulations; Storytelling; Focused Imaging; Role Playing)
___ Independent Study
_X_ Interactive Instruction (Role Playing; Brainstorming; Discussion; Think, Pair, Share; 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 variety of worksheets and perform a variety of role-play situations to assess their understanding and ability to demonstrate accepting responsibility in conflict situations.

Brief Summary of Unit:
Students will begin to be able to identify challenges and conflicts that arise as such. They will practice how to stop and think about what is happening, the consequences, and preferred ways of handling the situation. They will identify their strengths and weaknesses and focus on building their strengths and maturing into young adults with sufficient and appropriate conflict-resolution skills.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to

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solving a problem) to be successful in this unit? Students will need to know the steps to solving a problem learned in the elementary grades in order to be successful. Students will also need to know what the definition of conflict is.

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Unit # 3 Title: Conflict Resolution – I am part of the Solution!

Lesson Title: "Re-Solutioning": Practice Brings Out Our Best **Lesson** 2 **of** 4

Grade Level: 7

Length of Lesson: 2 - 50 minute sessions

Note: This lesson is designed for expansion in two possible ways. The first possible expansion includes making a film to use with younger children. The second possible expansion stops short of actually making the film. Instead, it shares the work of the 7th grade students with younger students, providing the opportunity for a quasi-service learning experience for the older students, and connections with the future and education for the younger students.

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

Grade Level Expectation (GLE):
PS.2.C.07: Practice problem-solving and conflict-resolution skills.

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)

How Am I Responsible? Activity Sheet
3x5 Index cards in three colors
Scrap paper
Video equipment
How Did We Do – As a Team? (Group Assessment of Process)

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
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 3. Analyze the duties and responsibilities of individuals in societies

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

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Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally, participating in formal and informal presentations and discussions of issues and ideas 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) 6. Participating in formal and informal presentations and discussions of issues and ideas
	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	X	Compassion		Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will write and perform one scenario demonstrating conflict resolution skills.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students will write scripts for scenarios to be "re-solutioned." One re-solution scenario will be role played for whole class.

Lesson Preparation

Essential Questions: Why is personal responsibility important?

Engagement (Hook): Without saying anything, begin the lesson by playing a 1-2 minute segment of a video/DVD involving people (**NOTE:** any video will do—the process of re-winding and editing is the focus); freeze/pause the action; rewind with the picture showing and pause/freeze the beginning of the scenario.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Ask for volunteers to describe what they observed happening and to project what will happen next (focus on the PROCESS of playing, stopping, re-winding, starting over). Guide students in discovering: • Actors have a script to follow. • In filmmaking, the process of editing and/or re-doing a conflict scenario makes the final result "perfect." • In stage productions, rehearsals are held for weeks before the production opens. • In real-life-action, we don't have the luxury of a script and editing in conflict situations—OR DO WE?	1. Several (4 or 5) students will volunteer to tell about their observation of the play, freeze, re-wind, freeze process. Compare the ability of the VCR to stop when there is a problem with our typical ways of reacting to the challenge of real-life. Contribute by considering the ways people solve conflict on television. {A sidebar: Why do the producers of movies, TV shows, and video games depict violence as a way to solve problems with another person?}
2. Review with students their past learning in regard to conflict resolution, e.g., • **STAR**: **S**top—**T**hink—**A**ct—**R**eview • Steps in the conflict resolution process. • Personal responsibility and problem ownership	2. Students will build on each other's contributions by asking questions or providing more information about prior learning and solving conflicts peaceably, respectfully and productively.
3. Emphasize that we DO have the opportunity to stop our action in order to bring out the best – within ourselves and within the conflict. • Humans are capable of stopping action and starting over • Each person in a challenging situation has feelings and thoughts that may differ from the other's thoughts and feelings about the same situation. (See 6th grade 2.3 lesson) • Problem-solving and conflict-resolution skills are necessary to resolve conflict between people. • Compromise is a positive step toward working out challenging	3. Students will discuss the role of feelings, compromise, and problem solving in the conflict-resolution process. Students will identify a time when they used courage to face-up to a conflict.

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situations • Courage is required when the conflict or problem is between human beings. • Practice will help us be better prepared to say, "Wait a minute! I didn't like the way I said that …I'd like to start over." • In time, and with practice, putting ourselves "in check" will become more natural in our real-life action scenarios. • R-E-S-P-E-C-T is at the heart of the motivation to bring out the best—within us and within the re-solution of the conflict.	
4. Reminder and Review of 6th grade lesson: Students will need the sixth grade 2.3 Activity Sheet *How Am I Responsible?* (If students monitor year-to-year growth by keeping completed Activity Sheets in a "portfolio"—ask them [before the lesson] to have their portfolios available for this lesson. If they do not have portfolios [and as a back-up for those who forget or can't find portfolios], copy the 6th grade 2.3 activity sheet *How Am I Responsible?* [attached]). Emphasize empathy and re-storying as critical aspects of personal responsibility in the problem-solving process.	4. Remind students to bring their completed 6th grade GLE 2.3 activity sheet *How Am I responsible?*
5. Ask 3-4 students to (voluntarily) share relationship situations they have experienced since completing the activity sheet in 6th grade and the ways the process helped to "re-solution" the conflict.	5. Students will review and refresh their thinking about resolving conflicts and will volunteer to share a personal situation in which using the problem solving procedure resulted in a stronger relationship.
6. Peer, Parents, and Teachers: Re-solutioning conflict in relationships with Peers, Parents, and Teachers. • Assign students to teams of two. Give each team three (3) index	6. Students will actively participate in work of team via such activity as: • Contributing real-life conflict scenario(s) with peers, a parent, or a teacher.

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cards—one each of three different colors (e.g., yellow, green, blue), • Students will develop three brief real-life conflict scenarios in which the solution applied is hurtful to all. The first scenario will be a real-life peer conflict, the second, a real-life conflict with a parent (or parents) and the third, a real-life conflict with a teacher. • Write the completed scenarios on the cards: **Peer conflicts**--yellow cards; **Parent(s) conflict**--green cards **Teacher conflict**--blue cards. (**Note: colors are suggestions rather than mandates.)** • Scenarios will be put in stacks by color, shuffled (by color), and one of each color (3 cards total) will be given to each team.	• Volunteering to write scenarios on cards.
7. Becoming filmmakers: Join two teams together (new teams of four). From the six scenarios the new teams will have, the team will select the "best" scenario for each color (Peer, Parent, Teacher). • Cut six slips of paper; write "Parent" on two, "Peer" on two, and "Teacher" on two. Each team will draw one slip of paper from "hat"—this will identify which of the relationships each team will use as the basis for its film. • In final analysis, enacted + re-enacted scenarios will total 11.5 minutes or less. "It's a wrap!" will include: two scripts – one for the scenario with a non-productive and hurtful solution and the second, for the re-enacted scenario with a respectful and productive solution. The final scripts will include characters, setting, props, dialogue, and description of actions—everything that will be needed for	7. Students will work with other team members to make decisions about what to include in scenarios

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production of the scenarios. • The following steps will be followed: ▪ All team members read and write "first thoughts" about story line, the characters and conflict resolution. ****This is a good place to end the lesson for this day to be continued on another day.** Ask each student to think about his or her team's scenario and to write "first thoughts" before the next class. **DAY TWO:** 8. Review Day One and "homework" task: Writing "First Thoughts (above). ▪ "First Thoughts" will be shared with Team and, as appropriate, incorporated into the team discussion and decision-making about the development of each scenario. The application of skills learned in prior lessons will be a part of this discussion. ▪ Scenario dialogues will be developed with all team members contributing. ▪ Cast of characters and descriptions will be developed; characters will be cast in roles. ▪ Read-through(s)—Once scripts are developed and the cast of characters known, scenarios will be read through by characters to get the feel of the flow and to modify scripts as needed. After each read, team members will talk about scenario and problem solving processes depicted in scenario. ▪ Blocking of action and character movement. After several oral read-throughs and additional modifications made to scripts, action will be blocked. During this "step" movement of the characters in each scenario is determined. ▪ Rehearsals will provide additional	8. Students will have their "First Thoughts" written and ready to discuss with team members. Students will work collaboratively, cooperatively and cheerfully with other Team Members to develop scenarios for production.

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opportunity for modifications to occur. ***Please note**: time availability will determine how much of the above will be implemented and whether or not the filming will actually take place. The strategies leading to the filming can be used to develop an understanding the relationship between "practicing" and the "re-solutioning" of a conflict/problem-solving situation. Practice in a safe environment makes it easier to re-solution conflict situations as they arise in real life.*	
9. Becoming problem solvers in the process of filmmaking: It is inevitable that conflicts and problems to be solved will emerge during the process of students working as a team. Establish the process of "meta-processing" as a required part of any team meeting. Learning to view "meta-processing" as an expected part of the team's agenda—first item as well as last—will help students develop skills to work positively with conflict when it occurs. Positive and productive problem solving fosters relationships that promote self-respect and respect for others AND greater team productivity (see Group Assessment Process [attached]).	9. Students will demonstrate courage by taking the risk to initiate and/or participate in meta- processing with the mind of a researcher—open curiosity.
10. Filmmaking? Maybe Yes; Maybe No. If you must end this lesson before the scenarios can be filmed, gain closure by having students "act out" scenarios in your classroom as well as in the classrooms of early learners. Use the checklist provided as a means for self-assessment, peer assessment and educator assessment.	10. Students will participate in assessment event as enactors or observers.

Teacher Follow-Up Activities

The opportunities for collaboration with the classroom teacher are endless. For example, if the counselor has provided the classroom teachers with an overview of curriculum framework and this lesson, the teacher will be able to use the concepts and skills developed during the Guidance

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Lesson(s) when relationship issues occur within the classroom.

Counselor reflection notes (completed after the lesson)

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How Am I Responsible?

(Why is it my problem?)

1. Your parents wouldn't let you go to a party that your friend is having. Your parents think you are too young. They let you go to another friend's house instead and you go to the party with that friend. Your parents find out and they ground you.

   How do you feel?_____

   How do you think your parents feel?_____

   How can you show your parents you are willing to accept personal responsibility?

   _____

   What could you have done differently? _____

   _____

   How could problem-solving or conflict-resolution skills have helped in this situation?

   _____

   _____

   _____

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2. A friend stops spending time with you between classes and at lunch. Your friend hasn't told you why they are not spending time with you. You start talking to your other friends and tell them not to spend time with your friend, telling them that he/she is being mean and spreading rumors about you. Your friend hears from others what you have said and comes to tell you they weren't spending time with you because they are too worried about things happening at home.

   How do you feel? _____

   How do you think your friend feels? _____

   How can you show your friend your willing to accept personal responsibility? _____

   _____

   What could you have done differently? _____

   _____

   How could problem-solving or conflict-resolution skills have helped in this situation?

   _____

   _____

   _____

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HOW DID WE DO – AS A TEAM?
Group Assessment of Process

This group assessment is intended to provide team members with a method to objectively monitor productivity of team. The "Think-Pair-Share" process will be used. Think about questions individually. Talk about responses with a partner. Share responses with the whole group.

Goals for this Work Session (to be specified at the beginning of a work session)**:**

Goals were accomplished **Yes** **No** **Partially**

Explanation:

Examples of accomplishments:

Level of Participation:

I felt listened to:

My contributions:

I listened to others:

Other team members listened to all other team members:

What I liked/appreciated about our team work:

What I would change if I were doing this over:

In order to make change, I need:

It would help me to be more productive if:

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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

UNIT DESCRIPTION: Conflict Re<u>solution</u>–I am part of the <u>Solution!</u> Students will begin to be able to identify challenges and conflicts that arise as such. They will practice how to stop and think about what is happening, the consequences, and preferred ways of handling the situation. They will identify their strengths and weaknesses and focus on building their strengths and maturing into young adults with sufficient and appropriate conflict-resolution skills.	**SUGGESTED UNIT TIMELINE:** 4 Lessons **CLASS PERIOD (min.):** 30 – 50 minutes each
ESSENTIAL QUESTIONS: 1. Why do I need to take responsibility?	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will apply concepts of personal responsibility to at least two scenarios.		PS.2C.06: Apply problem-solving and conflict-resolution skills to new challenges. PS.2.C.07: Practice problem-solving and conflict-resolution skills. PS.2.C.08: Exhibit an awareness of personal responsibility in conflict situations.		SL.6.1 L.6.1 L.6.3	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 4 Level 2 Level 2
2. The student will write and perform one scenario demonstrating conflict resolution skills.		PS.2.C.06 PS.2.C.07 PS.2.C.08		W.7.3 W.7.4 W.7.5	P/SD A	Level 4 Level 2 Level 2

				SL.7.1 SL.7.6 L.7.1 L.7.2 L.7.3 L.7.5		
3. The student will create a "conflict shield" which lists 12 skills most useful in conflict resolution and identify the skills they are "excellent" in using.		PS.2C.06 PS.2.C.07 PS.2.C.08		SL.8.1 L.8.1 L.8.3	P/SD A	Level 4 Level 2 Level 2
4. The student will list feelings and reactions of one recent conflict and determine if the reaction was appropriate or inappropriate.		PS.2C.06 PS.2.C.07 PS.2.C.08		W.8.3 SL.8.1 L.8.1 L.8.2 L.8.3	P/SD A	Level 4 Level 2 Level 2

ASSESSMENT DESCRIPTIONS*:
Students will complete a variety of worksheets and perform a variety of role-play situations to assess their understanding and ability to demonstrate accepting responsibility in conflict situations.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__X__ Direct __X__ Indirect __X__ Experiential _____ Independent study __X__ Interactive Instruction
1 2 3 4	See Lessons: 6th Grade Lesson # 1: My Problem…Your Problem…Our Problem 7th Grade Lesson # 2: "Re-Solutioning": Practice Brings Out Our Best 8th Grade Lesson # 3: My Conflict Shield 8th Grade Lesson # 4: Put Yourself in Check
	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1 2 3 4	See Lessons: 6th Grade Lesson # 1: My Problem…Your Problem…Our Problem 7th Grade Lesson # 2: "Re-Solutioning": Practice Brings Out Our Best 8th Grade Lesson # 3: My Conflict Shield 8th Grade Lesson # 4: Put Yourself in Check

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	__X____ Structured Overview Ls. 1 _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __X____ Guided & Shared - reading, listening, viewing, thinking Ls. 1, 2, 3, 4	__X____ Problem Solving Ls. 3, 4 _____ Case Studies _____ Reading for Meaning _____ Inquiry __X____ Reflective Discussion Ls. 1 _____ Writing to Inform __X____ Concept Formation Ls. 2 __X____ Concept Mapping Ls. 2 __X____ Concept Attainment Ls. 2 _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments __X____ Simulations Ls. 1, 2, 4 _____ Games __X____ Storytelling Ls. 2 __X____ Focused Imaging Ls. 4 _____ Field Observations __X____ Role-playing Ls. 2, 3 _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates __X____ Role Playing Ls. 2, 3, 4 _____ Panels __X____ Brainstorming Ls. 3 _____ Peer Partner Learning __X____ Discussion Ls. 1, 3 _____ Laboratory Groups __X____ Think, Pair, Share Ls. 2, 4 __X____ Cooperative Learning Ls. 2 _____ Jigsaw __X____ Problem Solving Ls. 1, 2, 3, 4 _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ 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: Decisions, Decisions, Decisions! **Grade Level:** 6-8

Number of Lessons in Unit: 3

Time Required for each lesson: 50 Minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

6th Grade Lesson 1: Opportunity Knocks, But It Costs, Too!

Materials/Special Preparations Required:

Steps to Effective Problem Solving handout
Steps to Effective Decision-Making handout
Two decision-making situations—one to use for class discussion and one to use for students' individual reflection.
Dry erase board, SMART board, or other visual display

7th Grade Lesson # 2: Give In or Not to Give In—That Is the Question!

Materials/Special Preparations Required:

Steps to Effective Problem Solving handout
Steps to Effective Decision-Making handout

8th Grade Lesson # 3: If It's to Be, It's Up to Me

Materials/Special Preparations Required:

Steps to Effective Problem Solving handout
Steps to Effective Decision-Making handout
Decorated shoe box with slot on top and a removable lid labeled "Pandora's Problem Box".
Blank paper (quartered) to use for students to write problems.
3-ring Binder with display panel
Dry erase board, SMART board, or other visual display
Notebook paper
1 sheet bright paper for binder cover

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.3 Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):

PS.3.A.06: Identify problem-solving, decision-making and refusal skills needed to make safe/healthy choices in social situations. (DOK Level 2)

PS.3.A.07: Utilize effective problem-solving, decision-making, and refusal skills needed to make safe/healthy choices in social situations. (DOK Level 4)

PS.3.A.08: Recognize peer influence on risk-taking behaviors and consequences. (DOK Level 2)

American School Counselor Association (ASCA) National Standard:

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

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

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	5. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

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Unit Essential Questions:

What is the cost of making poor decisions?

Unit Measurable Learning Objectives:

The student will write a reflection to solve one problem by outlining each of the decision-making steps.

The student will role play one situation in which he/she will need to say no. He/she will discuss how it felt to say no and write a brief reflection about the experience.

The student will demonstrate the six steps to effective problem solving in response to at least one problem scenario presented by the counselor.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Guided & Shared – reading, listening, viewing, thinking)
__X__ Indirect (Problem Solving; Reflective Discussion; Writing to Inform; Concept Formation; Concept Attainment)
__X__ Experiential (Role Playing)
_____Independent Study
__X__ Interactive Instruction (Role Playing; Discussion; Think, Pair, Share; Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will respond orally to reflection pieces and observations with regard to decision-making, problem solving and refusal skills.

Brief Summary of Unit:
Students will review problem solving skills learned in elementary grades. They will then utilize decision-making skills applied to problematic social situations. Refusal skills practice will be emphasized at the 7th grade level and finally, students will look at a variety of problematic situations for which they will brainstorm potential solutions.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students will need to know the steps to solving a problem learned in the elementary grades in order to be successful. These steps will be reviewed along with decision-making steps prior to each lesson.

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Unit 1 Title: Decisions, Decisions, Decisions!

Lesson Title: To Give In or Not to Give In—That Is the Question! **Lesson** 2 of 3

Grade Level: 7

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.A.07: Utilize effective problem-solving, decision-making, and refusal skills needed to make safe/healthy choices in social situations.

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)

Steps to Effective Problem Solving handout
Steps to Effective Decision-Making handout
Role-Play Situations handout

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

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises.

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	6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	1. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will role play one situation in which he/she will need to say no. He/she will discuss how it felt to say no and write a brief reflection about the experience.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLE). Assessment can be question answer, performance activity, etc.

The lesson will be assessed by counselor observation of students' participation in class role-playing activities**.** Students having difficulty will be provided small group follow-up and/or assertiveness training. The counselor will also review reflection pieces for understanding and provide follow-up for those students who may need it.

Lesson Preparation

Essential Questions: Why is it hard to say no?

Engagement (Hook): The facilitator poses the question, "Why is it so hard for adults and children alike to say NO?"

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The instructor poses the above question which leads to a discussion. If necessary, the instructor can assist by asking, "If I say no to you, will you still like me?" Possible responses include the need to be loved and accepted, or the desire to avoid conflict or rejection.	1. Students respond to the above question.
2. The instructor will then ask students when it might be very important to be able to say no or when one might want to say no, but not feel comfortable saying no. This discussion should lead into a discussion about peer pressure.	2. Students will respond to the question and engage in the discussion.
3. The instructor will advise students that the easiest way to feel comfortable saying no is to practice saying no in a variety of situations. Therefore, students are going to role-play situations in which people typically want to say "No," but may find it hard to because of peer pressure.	3. Students listen intently.
4. Students will be divided into pairs or small groups. Each group will be given the *Role-Play Situation* student handout. Students are also given the opportunity to create their own role-play situation.	4. Students will role-play the situations, either from the *Role-Play Situation* student handout or their own creation. Students will then reverse roles until each student has had the opportunity to practice saying "No."
5. The instructor will lead the discussion by asking students the following questions: a) How does it feel to be told "No?" b) What do you think of the person pressuring you? c) What do you believe he or she thinks about you? d) What do you think of the person who said "No?" Students will be encouraged to practice role-play situations at home with family or friends.	5. Students participate in the discussion and role playing.
6. Students will be asked to write a reflection piece on their experience with the role-play.	6. Students will write a reflection piece on their experience with the role-play.

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Teacher Follow-Up Activities

Students will be asked to share their narratives, if they like. The instructor will make the observation that not all students will have the same solution.

Counselor reflection notes (completed after the lesson)

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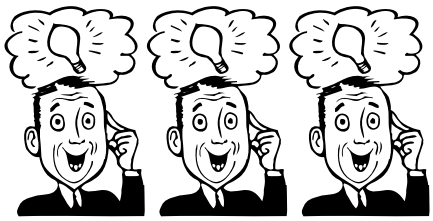

STEPS TO EFFECTIVE PROBLEM SOLVING

1. Identify the problem.
2. Brainstorm possible solutions.
3. List the pros and cons of each possible solution.
4. Choose a solution and use it.
5. Evaluate the results.
6. If the results are not satisfactory, choose and use another solution.

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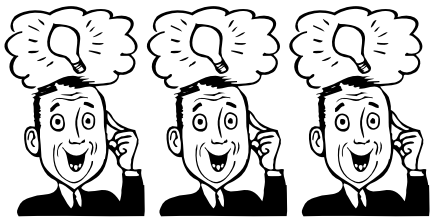

STEPS TO EFFECTIVE DECISION-MAKING

1. Identify the decision to be made.
2. Brainstorm possible choices.
3. List the possible outcomes.
4. Make a decision.
5. Look at the results and make a new decision if possible or necessary.

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ROLE-PLAY SITUATIONS

Roles: Student & Teacher
Situation: The student asks to use the bathroom.

Roles: Student & Teacher
Situation: The student wants to be excused from homework because the family is going on vacation.

Roles: Two Students
Situation: One student wants the other's answers to last night's homework assignment. The students are friends, though, so the refusal must be done so that they can remain friends.

Roles: Two Students
Situation: One student is at his or her best friend's house after school. The parents are still at work. The friend goes to the refrigerator, takes out a beer, and opens it. The friend offers the student some of the beer.

Roles: Parent & Child
Situation: The parent wants the child to go on an errand, but the child doesn't want to. The reason for refusing may be that the child is legitimately busy or simply that he or she doesn't want to go.

Roles: Parent & Child
Situation: Parent & Child
Situation: The child wants to spend the night at a friend's house, but the parent refuses.

Roles: Two Students
Situation: One student is loaded down with work. His or her best friend asks the student to help him or her shop for clothes.

Roles: Parent & Child
Situation: The parent asks the child to help by staying home and babysitting for a younger sibling. The child wants to go out with friends, though, and he doesn't want to babysit.

Roles: Two Students
Situation: Two students are walking home from school when one of the students offers the other a cigarette.

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Course Description:

Personal/Social Development

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

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

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

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

UNIT DESCRIPTION: Decisions, Decisions, Decisions! Students will review problem-solving skills learned in elementary grades. They will then utilize decision-making skills applied to problematic social situations. Refusal skills practice will be emphasized at the 7th-grade level and finally, students will look at a variety of problematic situations for which they will brainstorm potential solutions. This unit contains three lessons and it is intended that one lesson will be presented in each grade level 6, 7, and 8. Please note that the lessons build on each other.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 50 minutes each
ESSENTIAL QUESTIONS: 1. What is the cost of making poor decisions?	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will write a reflection to solve one problem by outlining each of the decision making steps.		PS.3.A.06: Identify problem-solving, decision-making and refusal skills needed to make safe/healthy choices in social situations. PS.3.A.07: Utilize effective problem-solving, decision-making, and			P/S D C: Students will understand safety and survival skills.	Level 2 Level 4

		refusal skills needed to make safe/healthy choices in social situations. PS.3.A.08: Recognize peer influence on risk-taking behaviors and consequences.				Level 2
2. The student will role play one situation in which he/she will need to say no. She/he will discuss how it felt to say no and write a brief reflection about the experience.		PS.3.A.06 PS.3.A.07 PS.3.A.08			P/S D C	Level 2 Level 4 Level 2
3. The student will demonstrate the six steps to effective problem solving in response to at least one problem scenario presented by the counselor.		PS.3.A.06 PS.3.A.07 PS.3.A.08			P/S D C	Level 2 Level 4 Level 2

ASSESSMENT DESCRIPTIONS:

Students will respond orally to reflection pieces and observations with regard to decision-making, problem-solving and refusal skills**.**

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X__ Direct __X__ Indirect __X__ Experiential _____ Independent study __X__ Interactive Instruction
1	See Lessons: 6th Grade Lesson 1: Opportunity Knocks, But It Costs, Too!

2 3	7th Grade Lesson 2: Give In or Not to Give In 8th Grade Lesson 3: If It's to Be, It's Up to Me
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
 1 2 3	See Lessons: 6th Grade Lesson 1: Opportunity Knocks, But It Costs, Too! 7th Grade Lesson 2: Give In or Not to Give In 8th Grade Lesson 3: If It's to Be, It's Up to Me

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __X___ Guided & Shared - reading, listening, viewing, thinking (Ls. 2, 3)	__X___ Problem Solving (Ls. 1, 3) _____ Case Studies _____ Reading for Meaning _____ Inquiry __X___ Reflective Discussion (Ls. 1, 2, 3) __X___ Writing to Inform (Ls. 1) __X___ Concept Formation (Ls. 3) _____ Concept Mapping __X__ Concept Attainment (Ls. 3) _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations __X___ Role-playing (Ls. 2) _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates __X___ Role Playing (Ls. 2) _____ Panels _____ Brainstorming _____ Peer Partner Learning __X___ Discussion (Ls. 1) _____ Laboratory Groups __X___ Think, Pair, Share (Ls. 2, 3) _____ Cooperative Learning _____ Jigsaw __X__ Problem Solving (Ls. 1) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ 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 2 Title: Risky Business **Grade Level:** 6, 7 and 8

Number of Lessons in Unit: 3

Time Required for each lesson: 50 min

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

Lesson Titles:

6th Grade Lesson 1: Caution: Thin Ice!

Materials/Special Preparations Required

Story *Caution: Thin Ice*
List of *Risky behaviors*
RISKO Template
Buttons, M & M's, cereal, or other Bingo markers
SMART board, dry erase board, or other visual display

7th Grade Lesson 2: Putting on Armor

Materials/Special Preparations Required

Stories: *EMS Code Blue!* and *My Friend Shelbi*
Photocopied brick for each student

8th Grade Lesson 3: Ready to Remain Safe

Materials/Special Preparations Required

Personal Safety Plan Template
Story: *Where Are My Friends Now?*
List of *Risky Behaviors*

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectations (GLEs):

PS.3.B.06: Identify behaviors that compromise personal safety of self and others. (DOK Level - 2)
PS.3.B.07: Develop strategies to maintain personal safety. (DOK Level - 3)
PS.3.B.08: Apply strategies related to personal safety. (DOK Level - 4)

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

C: Students will understand safety and survival skills.

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

	Goal 1: gather, analyze and apply information and ideas 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.

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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.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements. 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 4. Evaluate the processes used in recognizing and solving problems. 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem 8. Assess the cots, benefits and other consequences of proposed solutions.,
X	Goal 4: make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English. 4. Writing formally and informally 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations .6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors
	Fine Arts	

Unit Essential Questions:

What does safety mean to me?

Unit Measurable Learning Objectives:

The student will identify ten risky behaviors. The student will determine one skill, tool, or person that will separate him or her from risky

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behaviors.
The student will complete a personal safety plan including at least one stressor and one coping strategy.

Unit Instructional Strategies/Instructional Activities:

_X_Direct (Guided and Shared-reading, listening, viewing, thinking)
_X_Indirect (Case Studies, Concept Formation, Concept Mapping)
_X_Experiential (Games, Role-playing)
____Independent Study
_X_Interactive Instruction (Discussion, Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will complete a Personal Safety Plan.

Brief Summary of Unit:
Students will review the steps of decision-making and problem-solving and use these skills to make good choices. Students will practice these skills through role playing and a game of RISKO. The final project will be a Personal Safety Plan outlining what they have learned and how they will use it.

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

1. Steps to Problem Solving
2. Steps to Decision-Making

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Unit 2 Title: Risky Business!

Lesson Title: Putting on Armor **Lesson** 2 of 3

Grade Level: 7

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.B.07: Develop strategies to maintain personal safety.

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)

Story *EMS!*
Story *My Friend Shelbi*
A photocopied *brick* for each student

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. Identity problems and define their scope and elements
X	Goal 4: make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors
	Fine Arts	

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will determine one skill, tool, or person that will separate him or her from risky behaviors.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLE). Assessment can be question answer, performance activity, etc.
Students will discuss risky behaviors and skills, tools or people that will separate them from risky behaviors.

Lesson Preparation

Essential Questions: How can we stay safe? Where can I find help to stay safe?

Engagement (Hook): The facilitator reads the story *EMS Code Blue*!

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The instructor reads the story *EMS Code Blue!* and prompts, "What would you do?" Encourage group discussion about what individuals and groups would do in this situation. Instructor then reads *My friend Shelbi* and again asks students, What would you do?	1. Students listen to stories and respond with comments or questions.
2. Instructor leads discussion to facilitate an understanding of the need to get help for mental and social problems and shares how students may access resources.	2. Students discuss seeking physical vs. mental health assistance and why society sometimes views them differently.
3. Instructor will assist the students in reviewing strategies to maintain personal safety by facilitating role playing of the following scenarios: *You are at a party and everyone around you is smoking and drinking. A friend offers you a glass of wine. How do you*	3. Students act out the roles provided by the instructor.

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handle the situation? *You are hanging around outside a liquor store. Your friends dare you to ask someone to buy alcohol for you. What do you do?*	
4. Instructor passes out the "bricks." The bricks are drawn or photocopied onto colored construction paper. Each student uses the knowledge they have gained to determine one skill, tool or person they will use to build a wall separating them from risky behaviors. Examples: "I will use my relationship with my parents as a wall against risky behaviors, or I will use my participation in and dedication to the ethics of sports as a wall against risky behaviors".	4. Students fill out the bricks with the one thing they believe is most likely to stop them from participating in risky behaviors.
5. Instructor asks for volunteers to share why they have chosen the person or thing for their brick.	5. Students defend their choices as protection from risky behaviors.

Teacher Follow-Up Activities

Using the students' bricks, the instructor will construct a bulletin board with the title "Building a Wall Against Risky Behaviors". Using brightly colored paper, various risky behaviors are posted in the center of the wall. Student bricks are used to build a wall starting at the bottom and covering as much of the risky behaviors as possible without losing the content. Wall should be placed in a prominent place in the school to be viewed by parents, staff and students.

Counselor reflection notes (completed after the lesson)

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~

EMS Code Blue

[Counselor dramatizes an event where a student is physically injured] "Oh no! Help, please help! My friend is hurt! Call the paramedics quickly….or a doctor! We must get a medical professional here as soon as possible. She fell in the gym and I think her leg is broken. She also has a contusion on her head and she's not responding. If we don't get help soon, she may die!"

What would YOU do?

~

My Friend Shelbi

[Counselor dramatizes an event where her friend shared that she was having thoughts of suicide.] "I'm really upset! My friend, Shelbi, came to talk to me yesterday. She's been really depressed lately. I don't know why. It seems like she has everything…great looks, a starter on the basketball team, all the kids like her…

Still, she seemed pretty out of it. She said nothing seemed to matter much anymore. She was never really happy…never really sad…everything was sort of nothingness. She said she really didn't see the purpose of it all.

I didn't tell anyone, but a couple of weeks ago I noticed something else. Shelbi has been cutting herself! She has all these little marks on her arms and legs. She said she used a razor blade.

I'm afraid if we don't help her soon, she may commit suicide.

What would YOU do?

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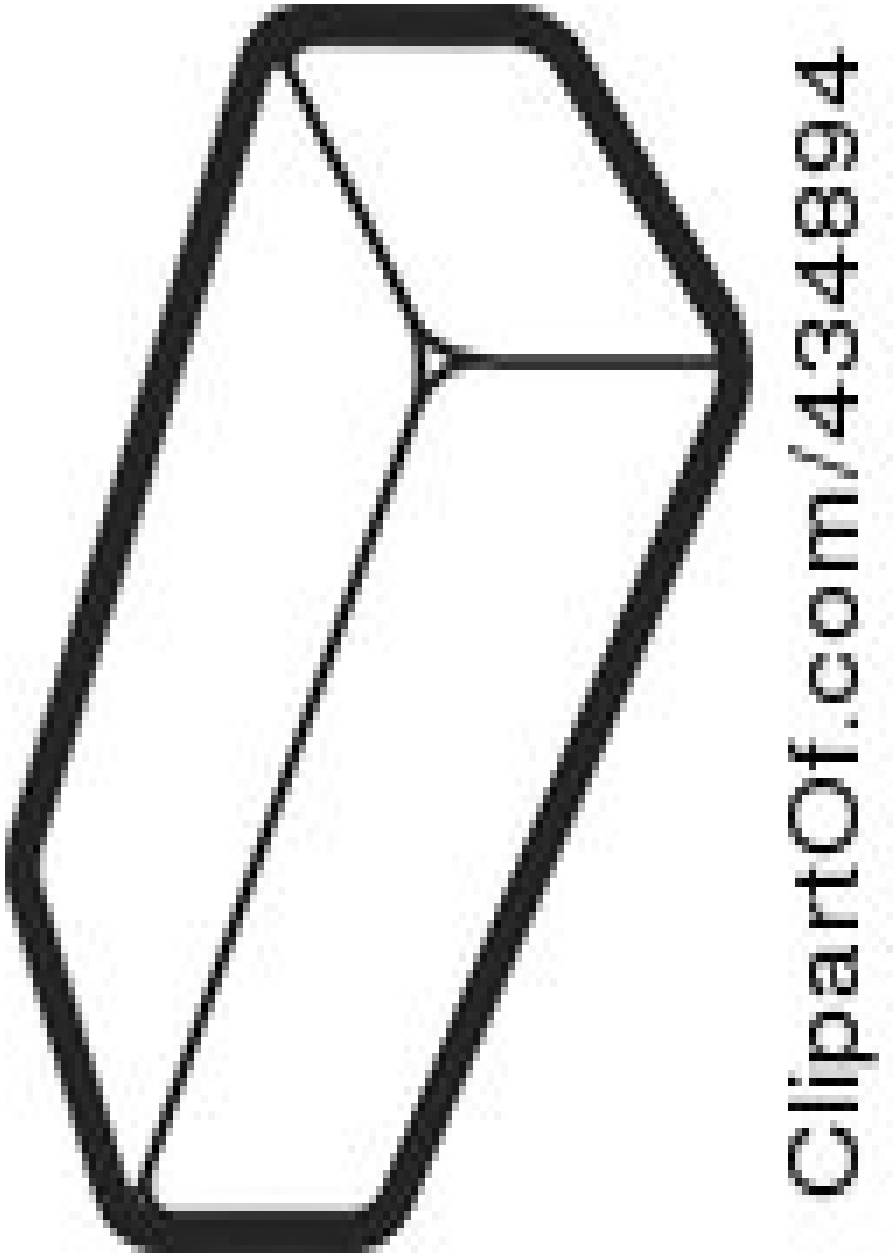
Brick



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Course Description:

Personal/Social Development

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

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

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

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

UNIT DESCRIPTION: Risky Business Students will review the steps of decision-making and problem-solving and use these skills to make good choices. Students will practice these skills through role playing and a game of RISKO. The final project will be a Personal Safety Plan outlining what they have learned and how they will use it.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 50 minutes each
ESSENTIAL QUESTIONS: 1. What does safety mean to me?	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify ten risky behaviors.		PS.3.B.06: Identify behaviors that compromise personal safety of self and others. PS.3.B.07: Develop strategies to maintain personal safety. PS.3.B.08: Apply strategies related to personal safety.			P/S D C: Students will understand safety and survival skills.	Level 2 Level 3 Level 4
2. The student will determine one skill, tool, or person that will separate him or her from risky behaviors.		PS.3.B.06 PS.3.B.07 PS.3.B.08			P/S D C	Level 2 Level 3 Level 4

3. The student will complete a personal safety plan including at least one stressor and one coping strategy.		PS.3.B.06 PS.3.B.07 PS.3.B.08			P/S D C	Level 2 Level 3 Level 4

ASSESSMENT DESCRIPTIONS:

Students will complete a Personal Safety Plan.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X__ Direct __X__ Indirect __X__ Experiential _____ Independent study __X__ Interactive Instruction
1 2 3	See Lessons: 6th Grade Lesson 1 Caution: Thin Ice! 7th Grade Lesson 2 Putting on Armor 8th Grade Lesson 3 Ready to Remain Safe
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: 6th Grade Lesson 1 Caution: Thin Ice! 7th Grade Lesson 2 Putting on Armor 8th Grade Lesson 3 Ready to Remain Safe

Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __X___ Guided & Shared - reading, listening, viewing, thinking (Ls. 2, 3)	_____ Problem Solving __X___Case Studies (Ls. 1, 2) _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform __X___ Concept Formation (Ls. 2) __X___Concept Mapping (Ls. 3) _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations __X___ Games (Ls. 1) _____ Storytelling _____ Focused Imaging _____ Field Observations __X__ Role-playing (Ls. 2) _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning __X___ Discussion (Ls. 1) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw __X___ Problem Solving (Ls. 3) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ 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 3 Title: It's Life… Deal With It! **Grade Levels:** 6-8

Number of Lessons in Unit: 3

Time Required for each lesson: 50 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

6th Grade Lesson 1: The Hope to Cope: Coping Skills

Materials/Special Preparations Required:

- Index Cards
- Small file box for each student
- Writing Utensil
- SMART board, dry erase board, or other visual display
- *Steps for Reacting to Stress* Handout

7th Grade Lesson 2: Lean Mean Coping Machine!

Materials/Special Preparations Required:

- *Your Choice* Handout
- SMART board, dry erase board, or other visual display
- Writing Utensil

8th Grade Lesson 3 Life … Bring It On!

Materials/Special Preparations Required:

- Scissors, glue, markers
- Magazines
- Poster board
- Counselor Collage of their Coping Skills

Missouri Comprehensive Guidance and Counseling Big Idea:

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

Grade Level Expectations (GLEs):

PS.3.C.06: Review and revise strategies to cope with life-changing events. (DOK Level -3)
PS.3.C.07: Apply coping skills to manage life-changing events. (DOK Level - 4)
PS.3.C.08: Evaluate coping skills to manage life-changing events. (DOK Level - 4)

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

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

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

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works.

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	8. Organize data (including personal card file), information and ideas into useful forms (including outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 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. Identity problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

How does one weigh the value of positive and negative coping skills?

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Unit Measurable Learning Objectives:

The student will identify ten positive and negative coping skills.
The student will identify five coping skills used to make decisions presented in *Your Choice* Handout.
The student will design and present a collage representing personal strengths and coping skills.

Unit Instructional Strategies/Instructional Activities:

_X__ Direct (Drill & Practice; Compare & Contrast; Didactic Questions; Demonstrations; Guided & Shared- reading, listening, viewing, thinking)
_X__ Indirect (Problem Solving; Reflective Discussion)
_____ Experiential
_X__ Independent Study (Reports; Learning Activity)
_X__ Interactive Instruction (Brainstorming; Discussion)

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.

Assessment of this unit will be completed by a final evaluation of student work, i.e. student card file, prioritizing activity and artistic presentation.

Brief Summary of Unit:

In this unit students will review, apply and evaluate their personal coping skills related to making major life-changing decisions. Students will do this through the process of compiling an index card file of coping strategies, a prioritizing activity and by constructing an artistic presentation representing their personal coping styles.

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

Steps in the decision-making process.

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Unit 3 Title: It's Life… Deal With It!

Lesson Title: Lean Mean Coping Machine! **Lesson** 2 of 3

Grade Level: 7

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.C.07: Apply coping skills to manage life-changing events.

American School Counselor Association (ASCA) National Standard:
Personal/Social Development
B: Students will make decisions, set goals and take necessary action to achieve goals.

Materials (include activity sheets and/ or supporting resources)

Your Choice Handout
SMART board, dry erase board, or other visual media
Writing Utensil

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 and oral research. 5. Comprehend and evaluate written, visual presentations and works. 8. Organize data, information and ideas into useful forms (including outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives

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	7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify five coping skills used to make decisions presented in *Your Choice* Handout.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLE). Assessment can be question answer, performance activity, etc.

Student comprehension will be assessed by observation of oral and written responses given during discussion and through the write up of coping skills and decision-making situations.

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Lesson Preparation

Essential Questions: "How do you go about making important decisions?"

Engagement (Hook): The instructor will engage students in discussion of the following questions:

"What determines how important a decision is?"

"How would you rely on your coping skills to help you deal with the pressure of making important decisions?"

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The instructor will give the students a copy of the *Your Choice* Handout and ask them to choose five of the ten that they consider to be the most important.	1. Students choose the five decisions they consider to be the most important.
2. Students rank the five most important decisions, in the order of priority, with number 1 being the most important.	2. Students rank decisions in order of priority.
3. Instructor invites volunteers to share their ideas and justify their reasoning.	3. Students volunteer to share their ideas and defend their choices.
4. The instructor then asks students to consult their personal card file of coping skills (from 6th grade) to find which skills they applied during this activity.	4. Students decide which skills they used in the activity and match with the decisions they chose.

Teacher Follow-Up Activities

The instructor will invite students to practice the skills they learned with the following scenario:

Your group of friends has all decided to skip school on a certain day. You want to belong to this group and are afraid of group retaliation if you don't participate. However, you really don't want to do this and know your parents will be very upset if you get caught. What would you do? How would you cope?

Counselor reflection notes (completed after the lesson)

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Your Choice

Choose the five most important decisions you make and explain the reasons they are important for you.

1. To talk with your friends in front of school or look over your notes for math test first hour
2. To brush your teeth and wash your face or skip it and sleep longer
3. To cheat on your math test or do it on your own
4. To ride the bus home or walk with friends
5. To give your book report today or try to get out of it until tomorrow
6. To go to a party Saturday night with friends or to the baseball game with Dad
7. To watch a special on TV or study for your science test tomorrow
8. To rise early for a family gathering or sleep late
9. To bring lunch to school and save money or buy lunch at the school cafeteria
10. To wear something that looks cool (even if it is not appropriate for school) or to wear something comfortable

Rank the 5 most important decisions in order of 1 to 5, with 1 being the most important.

Decision # Reasons that the decision is important for you:

____ _____

____ _____

____ _____

____ _____

____ _____

Now that you have made these decisions, consult your personal card file of coping skills from 6th grade. Find in your file which coping skills you applied during your decision making process. Write them down, matching the coping skills with the decision you made.

Decision Coping skills from file

1 _____
_____

2 _____
_____

3 _____
_____

4 _____
_____

5 _____
_____

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Course Description:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: It's Life… Deal With It! In this unit, students will review, apply and evaluate their personal coping skills related to making major life-changing decisions. Students will do this through the process of compiling an index card file of coping strategies, a prioritizing activity and by constructing an artistic presentation representing their personal coping styles.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 50 minutes each

ESSENTIAL QUESTIONS:
1. How do I cope?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify ten positive and negative coping skills.		PS.3.C.06: Review and revise strategies to cope with life-changing events. PS.3.C.07: Apply coping skills to manage life-changing events. PS.3.C.08: Evaluate coping skills to manage life-changing events.			P/S D C: Students will understand safety and survival skills.	Level 3 Level 4 Level 4

2. The student will identify five coping skills used to make decisions presented in *Your Choice* worksheet.		PS.3.C.06 PS.3.C.07 PS.3.C.08			P/S D C	Level 3 Level 4 Level 4
3. The student will design and present a collage representing personal strengths and coping skills.		PS.3.C.06 PS.3.C.07 PS.3.C.08			P/S D C	Level 3 Level 4 Level 4

ASSESSMENT DESCRIPTIONS:
Assessment of this unit will be completed by a final evaluation of student work, i.e. student card file, prioritizing activity and artistic presentation.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X__ Direct __X__ Indirect _____ Experiential __X__ Independent study __X__ Interactive Instruction
1 2 3	See Lessons: 6th Grade Lesson 1: The Hope to Cope: Coping Skills 7th Grade Lesson 2: Lean Mean Coping Machine! 8th Grade Lesson 3: Life…Bring It On!
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: 6th Grade Lesson 1: The Hope to Cope: Coping Skills 7th Grade Lesson 2: Lean Mean Coping Machine! 8th Grade Lesson 3: Life…Bring It On!

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching __X___ Drill & Practice (Ls. 1) __X___ Compare & Contrast (Ls. 1) _____ Didactic Questions __X___ Demonstrations (Ls. 3) __X___Guided & Shared - reading, listening, viewing, thinking (Ls. 3)	__X___ Problem Solving (Ls. 1) _____ Case Studies _____ Reading for Meaning _____ Inquiry __X___ Reflective Discussion (Ls. 2) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs __X___ Reports (Ls. 3) __X___ Learning Activity Packages (Ls. 3) _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels __X___ Brainstorming (Ls. 3) _____ Peer Partner Learning __X___ Discussion (Ls. 2, 3) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing

					_____ 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: The Successful Student **Grade Level:** 6-8

Number of Lessons in Unit: 4

Time Required for each lesson: 45 minutes

Lesson Titles:

Grade 6:

Lesson 1 Picturing the Successful Student

Materials and special preparation:

Markers and tape

Handout *"Characteristics/Qualities of a Successful Student"* (1 for each student group)

Lesson 2 What's Your Style?

Materials and special preparation:

Learning style inventory or other tool to help students find their best method of learning.

http://www.berghuis.co.nz/abiator/lsi/lsiframe.html is one free resource on the website of Abiators Online Learning Style. This web site includes assessments that may be completed and scored on line. Assessments include learning style, multiple intelligences and critical thinking style. In addition to assessments, the site includes strategies appropriate for each learning style. The vocabulary of the assessments is appropriate for a wide range of reading levels – for readers who are not yet fluent, the assessments may be read to the learner.

Grade 7:

Lesson 3 Let's Review for Better Achievement

Materials and special preparation:

Sam the Slacker Story

Sample page from a personal planner (or use an assignment book, calendar, or a handheld device)

*Study Skills Tips Ha*ndout

Test-Taking Tips Handout

Skill Cards Worksheets (you will need copies of all three worksheets for each group you plan on having: then cut and bundle the skill cards for distribution to each group)

Blank Time Management Skills, Study Skills and *Test-Taking Skills Worksheets* (you will need copies of all three blank worksheets for distribution to each group.)

Counselor Resource for Categorizing Skills

Grade 8:

Lesson 4 Just Checking

Materials and special preparation:

Introduction

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Just Checking Checklist-*Goal-Setting* Sheet for backside
Tips for Setting Goals Information Sheet
Effective Management System Tips Information Sheet
Counselor may wish to provide sample assignment book page, calendar page, or palm pilot screen from school's adopted management system

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4 Applying Skills Needed for Educational Achievement

Grade Level Expectations (GLEs):
AD.4.A.06: Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources. (DOK - 3)
AD.4.B.06: Develop and practice a self-management system to promote academic success. (DOK - 4)
AD.4.A.07: Demonstrate and refine study skills and test-taking strategies utilizing available academic resources. (DOK - 3)
AD.4.B.07: Demonstrate and refine a self –management system to promote academic success. (DOK - 3)
AD.4.A.08: Consistently apply a system of study skills and test-taking strategies to promote academic success. (DOK - 4)
AD.4.B.08: Consistently apply a self-management system to promote academic success. (DOK - 4)

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 initiate and refine research 4. Use technological tools and other resources to locate, select and organize information 6. Discover and evaluate patterns and relationships in information, ideas, and structures. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 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

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	2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving 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 4. Recognize and practice honesty and integrity in academic and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6 Identify tasks that require a coordinated effort and work with others to complete those tasks

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	Reading, writing, discussion, evaluating information
	Mathematics	
X	Social Studies	Relationships of individuals and groups; social inquiry
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What does a successful student look like?
What choices do you make that impact your success as a student?
Why don't we all learn the same way on the same day?

Unit Measurable Learning Objectives:

The student will describe five qualities and/or characteristics of a successful student.
The student will write a paragraph describing his/her individual learning style and cite three ways his/her academic achievement can improve using learning style strategies.
The student will identify two or more skills in the categories of study skills, test-taking skills, and self-management skills.
The student will develop two academic success goals and three action steps that can be utilized to accomplish each goal.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Structured Overview, Explicit Teaching, Compare & Contrast, Guided & Shared)
__X__ Indirect (Problem Solving, Case Studies, Reflective Discussion, Concept Mapping)
__X__ Experiential (Surveys)
__X__ Independent Study (Essays, Learning Contracts)
__X__ Interactive Instruction (Brainstorming, Discussion, Think, Pair Share, Cooperative Learning, Problem Solving

Unit Summative Assessment (acceptable evidence):

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Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Getting Your Grades Together survey and performance activity. Summative Assessment will take place during the 8th grade lesson. Learners will assess their own study skills via the *Getting Your Grades Together* survey. After assessing their skills, students will write an essay describing their plans for applying what they have learned in middle school to high school work. Essays will include the following elements: Discussion of strengths and limitations in the areas of: Time Management Skills, Study Skills, and Test-taking Skills and the steps to personal success in each skill area. This will be a formal essay and follow the conventions of standard English. To add interest, essay may be written as a letter to self.

Brief Summary of Unit:
Students will participate in group discussions involving time management skills, study skills, learning styles, goal-setting, and test-taking strategies.

6th Grade lessons include strategies that help students explore the characteristics and skills of successful learners and strategies designed to help students identify their learning styles.

7th Grade lesson is designed to help students become familiar with the purposes Time Management Skills, Study Skills and Test-taking Skills.

8th Grade: As a summative activity, students will evaluate their current management, study, and test-taking skills using the survey and performance activity, *Getting Your Grades Together*.

NOTE: The counselor/instructor has some latitude with this unit. Some may wish to use *Getting Your Grades Together* for pre- and post-assessment. Others may wish to introduce this activity at the beginning of 6th grade and again at the conclusion of 8th grade. Still others may use this survey throughout the middle school process. The short-answer and essay questions are designed for the post-test phase at the end of 8th grade, but may be omitted when using the survey for earlier grades.

The counselor/instructor may want to use the survey information to work with at-risk students to discuss student perceptions versus student performance.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Basic working vocabulary related to time management skills, study skills, and test-taking skills.

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Unit # 1 Title: The Successful Student

Lesson Title: Let's Review for Better Achievement **Lesson:** 3 of 4

Grade Level: 7

Length of Lesson: 45 min.

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4 Applying Skills Needed for Educational Achievement

Grade Level Expectations (GLEs):
AD.4.A.07: Demonstrate and refine study skills and test-taking strategies utilizing available academic resources.
AD.4.B.07: Demonstrate and refine a self –management system to promote academic success.

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)

Sam the Slacker Story
Sample page from a personal planner (or use an assignment book, calendar, or a handheld device)
Study Skills Tips Handout
Test-Taking Tips Handout
Skill Cards Worksheets (Copy the three pages of the skill cards for each group. Cut, shuffle and bundle the skill cards for distribution to each group)
Blank Activity Sheets: *Self-Management Skills*, *Study Skills* and *Test-Taking Skills Sheets* (One set of three for each group.)
Counselor Resource for Categorizing Skills

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 6. Discover and evaluate patterns and relationships in information, ideas and structures. 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 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

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	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. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 6. Identify tasks that require coordinated effort and work with others to complete those tasks.

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing 2. reading and evaluating material 4. writing informally 5. participating in informal discussion
	Mathematics	
X	Social Studies	Relationships of individuals and groups
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify two or more skills in each of these categories: study skills, test-taking skills, and self-management skills.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Question and answer session regarding study skills, test-taking skills, and self-management skills (including the personal-planning systems students are using). Students will develop goals using two or more skills they have identified to help them improve academic achievement.

Lesson Preparation

Essential Questions:
What choices do you make that impact your success as a student?

Engagement (Hook):
Counselor/instructor will share the story of *Sam the Slacker* (or a personal story of someone

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who did not make good academic choices). (Note: change the name of Sam the Slacker if you have a student named Sam)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor/instructor will read the *Sam the Slacker* story to the students and ask students to identify the decisions/choices Sam made that resulted in his failing the science test.	1. Students will identify the decisions/choices Sam made that resulted in his failing the science test.
2. Discuss the benefits of a planner, assignment book, a calendar, and/or a handheld device as part of a time-management system. (See handouts). What barriers might individuals face?	2. Students will discuss benefits of putting a plan in writing (e.g., organization, more time to do what they want to do, documentation for self review.)
3. *Review Study Skill* and *Test-Taking Tips* Handouts 2 and 3. Ask students to identify the skills they use most frequently (and successfully.)	3. Students will identify the skills they use most frequently (and successfully).
4. Divide students into groups of 3 or 4. Distribute the cut and bundled skill cards to each group. Have students place skill cards in the categories of study skills, test-taking skills, and self-management skills. (Note: A counselor resource guide is provided – see attachment) Be aware that there is some overlap among skills and categories. Help students justify their categorizations.	4. Students will work as members of a group to classify skill cards. They will be able to justify their responses if challenged.
5. Referring to the "*Sam the Slacker*" story, ask students to provide decisions/choices that could have changed the story's ending, using the skill cards and other information from the class activities.	5. Students review "*Sam the Slacker*" story and identify choices that Sam could have made to earn better grades.
6. Encourage students to choose two or more new skills they will use to improve their grades. Have students work in pairs to develop individual goals for improvement. Ask 3-4 students to share their plans.	6. Students work in pairs to identify self-management, study and test taking skills they will use to improve their grades. Students will discuss with their partners ways they can use the skills to accomplish goals they have set for

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	themselves. Students will write their goal(s) in their planners or assignment books.
7. The counselor encourages students to identify a trusted adult and ask the adult to sign the plan as a show of support.	7. Students share their goals with a trusted adult and ask the adult to be an encourager and support person. First show of support: Adult initials plan to indicate he or she has read the plan. Once the plan has been signed the adult continues to support the student in carrying through with his or her goals.

Teacher Follow-Up Activities

The classroom teacher will incorporate the use of individual planners into everyday activities. The teacher will review students' progress quarterly (refer to student grade cards) and advise counselor of anyone who needs individual and/or small group study skills remediation.

Counselor reflection notes (completed after the lesson)

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Sam the Slacker

Sam has a big test the next day. He has put off studying until the night before the science test. When he gets home, a friend calls and wants him to go to the mall. Sam decides to go, thinking he will study when he gets home. When Sam gets home, he discovers that his grandmother has stopped by his house for a visit. It would be rude not to visit with his grandmother, so Sam thinks he will study after his grandmother leaves. When his grandmother leaves, his girl friend calls and needs to talk to him about what happened to her in PE. Sam decides he will study for his test when he gets off the phone with his girl friend. When he gets off the phone, he looks in his backpack for his study guide. His backpack mess delays him. After searching for 30 minutes, he can't find the study guide and has no idea what to study for the test. He decides to call Mark, a friend in his science class, but he does not have his phone number. Mom comes and says it's time for him to go to bed and he says he still needs to study for his science test. He decides to do the best he can and starts looking at his book. It is getting late, Sam is tired, and he falls fast asleep. Since Sam stayed up so late the night before, he doesn't hear his alarm and oversleeps. He is late and doesn't have time for breakfast. Sam is stressed out and worried that he will surely fail the test. He takes the test and fails it.

Bad Decisions Summary:

He decided not to create a study plan.

He decided to go to the mall when he needed to study.

He decided to talk with his girlfriend when he needed to study.

He decided not to make the most of his study time.

He decided to have a disorganized backpack.

He decided not to learn what to study.

He decided not to have all the materials he needed in his backpack.

He decided not write down phone numbers for classmates and/or homework hotline.

He decided not to get organized before bedtime.

He decided not get a good night's sleep and not to eat a good breakfast before the test.

He decided to think negative thoughts and to be stressed and worried.

He decided not to keep his mind on the test.

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Handout 1: Sample Planning Pages

[MONTH]

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

Mon: Assignments		*Tue: Assignments*		*Wed: Assignments*		*Thur: Assignments*		*Fri: Assignments*	
8		8		8		8		8	
9		9		9		9		9	
10		10		10		10		10	
11		11		11		11		11	
12		12		12		12		12	
1		1		1		1		1	
2		2		2		2		2	
3		3		3		3		3	
4		4		4		4		4	
5		5		5		5		5	
6		6		6		6		6	

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HANDOUT 2
Test Taking Tips

When you get the test, look over the entire test to learn the number and type of questions. Is the test timed? If so, budget your time accordingly.

Hints for Answering Objective Questions:

Multiple Choice	• **Read the question** • **Try to think of the answer before you look at the choices** • **Read the choices** • **Cross out the wrong ones** • **Pick the most logical answer that remains**
Matching	• **Do the ones you know first and cross them off** • **Do the best you can with whatever is left**
Short Answer	• **If you don't know the exact answer, write down whatever you do know that's related. You may get partial credit.**
True/False	• **Read the statements very carefully. Remember that all parts of a statement must be true for it to be true.**

Hints for Answering Constructed Response and Essay Questions:

Constructed Response/Essay	• **Highlight or underline key words in the directions** • **Use prewriting strategies, such as mind maps or outlines** • **Rephrase the question as your topic sentence** • **Write facts about the key words in the question** • **Answer all of the question** • **Use complete sentences**

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HANDOUT 3

Study Skill Tips

1. **Listen actively in the classroom.**
2. **Ask questions in class.**
3. **Write down assignments.**
4. **Keep track of due dates, after-school activities, and family plans with a planner/calendar.**
5. **Ask for help before or after class.**
6. **Have a place at home to study with appropriate materials.**
7. **Complete your homework and hand it in on time.**
8. **Ask your parents or others for help.**

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AD 4 GRADE 7 LESSON 3

Activity Sheet 1 (page 1 of 3): Skill Cards

Cut the cards apart **for students to use in categorizing the skills.)**

Use an assignment book	**Use folders or a binder to organize schoolwork by subject and task, e.g., Science folder with sections for: assignments, notes, experiments, ideas**
Have phone numbers for classmates or homework hotline	**Organize your locker and backpack so you can readily find what you need for class and/or studying after school.**
Get organized before you go to bed	**Use in-class study time and study hall time for school work (e.g., assignments or research}**

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Activity Sheet 1 Continued (page 2 of 3): Skill Cards

(Cut the cards apart for students to use in categorizing the skills.)

Know your learning style	Find a good place to study
Know what to study and what the teacher expects	Make the best use of study time: Plan your Work; Work your Plan
Break down larger assignments into smaller parts	Use notes from class to help you remember and review key points
Listen actively in class	Ask questions in class

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Activity Sheet 1 continued (page 3 of 3): Skill Cards

(Cut the cards apart **for students to use in categorizing the skills.)**

Take the appropriate (and approved) materials (e.g. #2 pencil, calculator) to the test	**Keep your mind on the test**
When several questions relate to a passage or information provided in test, read the questions BEFORE reading the passage/information	**Pace yourself! Answer "easier" questions first without spending too much time on one question**
Think positive thoughts and use relaxation techniques to focus your mind on questions.	**If you have time, review your answers, and change answers ONLY when you are sure they are wrong.**
Get a good night's sleep and eat a good breakfast before the test	**Read all the directions, looking for key words and phrases**

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ACTIVITY SHEET 2: TIME MANAGEMENT SKILLS

Tape Self-Management Skill Cards to this grid

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ACTIVITY SHEET 3: STUDY SKILLS

Tape Study Skills Cards to this grid

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ACTIVITY SHEET 4: TEST-TAKING SKILLS

(Tape Test-taking Skills Cards to this grid)

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Counselor's Resource for Categorizing Skills (see step 4)

STUDY SKILLS

Know your learning style	Find a good place to study
Know what to study and what the teacher expects	Make the best use of study time: Plan your Work; Work your Plan
Break down larger assignments i nto smaller parts	Use notes from class to help you remember and review key points
Listen actively in class	Ask questions in class

TIME MANAGEMENT SKILLS

Use an assignment book	Use folders or a binder to organize schoolwork by subject and task, e.g., Science folder with sections for: assignments, notes, experiments, ideas
Have phone numbers for classmates or homework hotline	Organize your locker and backpack so you can readily find what you need for class and/or studying after school
Get organized before you go to bed	Use in-class study time and study hall time for school work (e.g., assignments or research)
Create a study plan	Plan for after-school activities

TEST-TAKING SKILLS

Take the appropriate (and approved) materials (e.g. #2 pencil, calculator) to the test	Keep your mind on the test
When several questions relate to a passage or information provided in test, read the questions BEFORE reading the passage/information	Pace yourself! Answer "easier" questions first without spending too much time on one question.
Think positive thoughts and use relaxation techniques to focus your mind on questions.	If you have time, review your answers; change answers ONLY when you are sure they are wrong.
Get a good night's sleep and eat a good breakfast before the test	Read all the directions, looking for key words and phrases

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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: The Successful Student Students will participate in group discussions involving self-management skills, study skills, learning styles, goal-setting, and test-taking strategies. 6th Grade lessons include strategies that help students explore the characteristics and skills of successful learners and strategies designed to help students identify their learning styles. 7th Grade lesson is designed to help students become familiar with the purposes Self-Management Skills, Study Skills and Test-taking Skills. 8th Grade: As a summative activity, students will evaluate their current management, study, and test-taking skills using the survey and performance activity, *Getting Your Grades Together*. NOTE: The counselor/instructor has some latitude with this unit. Some may wish to use *Getting Your Grades Together* for pre- and post-assessment. Others may wish to introduce this activity at the beginning of 6th grade and again at the conclusion of 8th grade. Still others may use this survey throughout the middle school process. The short-answer and essay questions are designed for the post-test phase at the end of 8th grade, but may be omitted when using the survey for earlier grades. The counselor/instructor may want to use the survey information to work with at-risk students to discuss student perceptions versus student performance.	**SUGGESTED UNIT TIMELINE:** 4 Lessons **CLASS PERIOD (min.):** 45 minutes each

ESSENTIAL QUESTIONS:

1. What does a successful student look like?
2. What choices do you make that impact your success as a student?
3. Why don't we all learn the same way on the same day?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will describe five qualities and/or characteristics of a successful student.		AD.4.A.06: Develop and practice		RI.6.1 RI.6.4	AD A Students will	DOK – 3

		study skills and test-taking strategies specific to each academic area and identify available resources. AD.4.B.06: Develop and practice a self-management system to promote academic success. AD.4.A.07: Demonstrate and refine study skills and test-taking strategies utilizing available academic resources. AD.4.B.07: Demonstrate and refine a self –management system to promote academic success. AD.4.A.08: Consistently apply a system of study skills and test-taking strategies to promote academic success. AD.4.B.08: Consistently apply a self-management system to promote academic success.		W.6.1 W.6.2 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK – 4 DOK – 3 DOK – 3 DOK - 4 DOK – 4
2. The student will write a paragraph describing his/her individual learning style and cite three ways his/her academic achievement can improve using learning style strategies.		AD.4.A.06. AD.4.B.06 AD.4.A.07. AD.4.B.07 AD.4.A.08 AD.4.B.08		RI.6.1, 4 W.6.1, 2 SL.6.1 L.6.1-6	AD A	DOK – 3 DOK – 4 DOK – 3 DOK – 3 DOK – 4 DOK - 4

3. The student will identify two or more skills in the categories of study skills, test-taking skills, and self-management skills.		AD.4.A.06 AD.4.B.06 AD.4.A.07 AD.4.B.07 AD.4.A.08 AD.4.B.08		RI.7.1 RI.7.4 SL.7.1 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6	AD A	DOK – 3 DOK – 4 DOK – 3 DOK – 3 DOK – 4 DOK – 4
4. The student will develop two academic success goals and three action steps that can be utilized to accomplish each goal.		AD.4.A.06 AD.4.B.06 AD.4.A.07 AD.4.B.07 AD.4.A.08 AD.4.B.08		RI.8.4 W.8.1 W.8.10 SL.8.1 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	AD A	DOK – 3 DOK – 4 DOK – 3 DOK – 3 DOK – 4 DOK - 4

ASSESSMENT DESCRIPTIONS*:

Getting Your Grades Together survey and performance activity. Summative Assessment will take place during the 8th grade lesson. Learners will assess their own study skills via the *Getting Your Grades Together* survey. After assessing their skills, students will write an essay describing their plans for applying what they have learned in middle school to high school work. Essays will include the following elements: Discussion of strengths and limitations in the areas of: Self-Management Skills; Study Skills, and Test-taking skills and the steps to personal success in each skill area. This will be a formal essay and follow the conventions of standard English. To add interest, essay may be written as a letter to self.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based):** **(Teacher Methods)**
	__x___ Direct __x___ Indirect __x___ Experiential __x___ Independent study __x___ Interactive Instruction
1 2 3 4	See Lessons: Grade 6: Lesson 1 Picturing the Successful Student Lesson 2 What's Your Style? Grade 7: Lesson 3 Let's Review for Better Achievement

	Grade 8: Lesson 4 Just Checking
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	See Lessons: Grade 6: Lesson 1 Picturing the Successful Student Lesson 2 What's Your Style? Grade 7: Lesson 3 Let's Review for Better Achievement Grade 8: Lesson 4 Just Checking

Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
__x___ Structured Overview (Ls. 4) _____ Lecture __x___ Explicit Teaching (Ls. 4) _____ Drill & Practice __x___ Compare & Contrast (Ls.2- 4) _____ Didactic Questions _____ Demonstrations __x____ Guided & Shared - reading, listening, viewing, thinking (Ls. 1-2-3-4)	___x__ Problem Solving (Ls. 3) ___x__ Case Studies (Ls. 3) _____ Reading for Meaning _____ Inquiry __x___ Reflective Discussion (Ls.1-2-3- 4) _____ Writing to Inform _____ Concept Formation __x___ Concept Mapping(Ls. 3) _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building ___x__ Surveys (Ls.2- 4)	___x__ Essays (Ls. 2) _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons ___x__ Learning Contracts (Ls. 4) _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels __x___ Brainstorming (Ls. 1-3-4) _____ Peer Partner Learning ___x__ Discussion (Ls. 1) _____ Laboratory Groups ___x__ Think, Pair, Share (Ls. 1-4) ___x__ Cooperative Learning (Ls. 1) _____ Jigsaw ___x__ Problem Solving (Ls. 3) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ 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: Great Expectations! **Grade Level:** 6 & 7

Number of Lessons in Unit: 2

Time Required for each lesson: 50 minutes

Best time of year to implement this Unit: 1st Quarter

Lesson Titles:
Grade 6:
Lesson 1: Sixth Grade is a Ball!
Materials/Special Preparations Required:
11 Soft Nerf-like Balls
Homework and Activity Log
Student Planners, Agenda or Assignment Notebooks
Counselor will need to have teacher distribute Log Activity Sheets to students the day before this lesson.
Planner Usage Rubric (To be used as an assessment instrument periodically throughout the school term.)

Grade 7:
Lesson 2: Get Ready, Get Set, Get Organized!
Materials/Special Preparations Required:
Student Planners, Agenda or Assignment Notebooks (daily, weekly & monthly)
Index Cards
Projection or visual display: Goal Suggestions
Planner Usage Rubric (To be used as an assessment instrument periodically throughout the school term.)

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

Grade Level Expectation (GLEs):
AD.5.A.06: Demonstrate the ability to adjust to changing school structures and continue to meet academic expectations. (DOK Level – 4)
AD.5.A.07: Recognize ongoing academic expectations and develop strategies to meet increased demands. (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

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	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
	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 4. evaluate the processes used in recognizing and solving problems 7. evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	Writing formally (such as reports, narratives, essays) and informally (such as outlines and notes). Participating in formal and informal presentations and discussions of issues and ideas.
X	Mathematics	Data analysis, probability and statistics
	Social Studies	
	Science	
X	Health/Physical Education	Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Unit Essential Questions:

How do people prepare for the unknown?

Unit Measurable Learning Objectives:

The student will complete the homework and activity log to compare how activities have changed from last year and will change again next year.

The student will write three transition goals and discuss them with their peers.

Unit Instructional Strategies/Instructional Activities:

_X_Direct (Compare & Contrast; Demonstrations)
_X_Indirect (Reflective Discussion)
____Experiential
_X_Independent Study (Learning Logs)
_X_Interactive Instruction (Brainstorming; Peer Partner Learning; Discussion

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Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will address transition from grade to grade by completing the *Homework Activity Log* and writing three goals for transitioning.

Brief Summary of Unit: Students will be learning how to plan for the new demands of middle school. Academics, changing schedules, extracurricular activities and other middle school activities will influence the success of their transitioning process.

Sixth grade emphasizes the skills of self-management and the usage of a planner. Students will review the tasks they need to accomplish in order to reach goals efficiently. Activity logs and related logs and utilization of personal planners will help in transitioning from grade level to grade level.

In seventh grade, greater emphasis is placed on the usage of a student planner and how planners can be used as organizational and stress management tools to meet academic expectations at one grade level while preparing to make the transition to the next grade level.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
The steps to solving a problem, analyzing information, setting goals and refining goals.
Vocabulary: Transition, Planners, Agenda, Rubric

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Unit # 1 Title: Great Expectations!

Lesson Title: Get Ready, Get Set, Get Organized! **Lesson:** 2 of 2

Grade Level: 7

Length of Lesson: 50 minutes

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

Grade Level Expectation (GLE):
AD.5.A.07: Recognize ongoing academic expectations and develop strategies to meet increased demands.

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)

Student planners, agenda or assignment notebooks (daily, weekly & monthly)
Index cards
Visual display on goal suggestions
Planner Usage Rubric (To be used as an assessment instrument periodically throughout the school term.)

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

X	Goal 1: Gather, analyze and apply information and ideas 6. discover and evaluate patterns and relationships in information, ideas and structures 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	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 4. evaluate the processes used in recognizing and solving problems 7. evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals

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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	Writing formally (such as reports, narratives, essays) and informally (such as outlines and notes). Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	Data analysis, probability and statistics
	Social Studies	
	Science	
X	Health/Physical Education	Principles and practices of physical and mental health(such as personal health habits, nutrition, stress management)
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will write three transition goals and discuss them with their peers.

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.

Have students turn in goal cards with three transition goals. Students should write on the back of their goal card how they plan to meet their goals.

Lesson Preparation

Essential Questions:
What is the process of transitioning and why is it important?

Engagement (Hook):
The counselor should enter the classroom acting in a disorganized manner. Prior to the lesson, the counselor will let the teacher know that class will begin with a demonstration of what it looks like to be disorganized. (Papers flowing out of books, arriving late, don’t have the correct supplies for the lesson).

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will ask the students what, organizational skills they noticed were missing when the counselor entered the room.	1. Students will orally state the organizational skills they noticed were missing.
2. The counselor will ask students to point out what the counselor could have done differently, to appear organized when he/she came to class.	2. Students will orally provide organizational skills that should have, or could have helped the counselor come to class more organized.
3. The counselor will remind students that they have an organizational tool they can use each day. The counselor will instruct the students to open their planners, agenda or assignment notebook. Facilitate a discussion about differences between daily, weekly and monthly planning. The counselor will present suggestions for keeping track of each kind of assignment: daily, weekly or monthly. Adjustments may need to be made as they transition each year. The counselor will pose following questions. a) Do you use your planner? How often? b) Do you write your assignments in your planner? In a timely manner? Consistently? Are the entries clear and complete? Can you understand them? c) For long-term assignments do you identify/list the steps to take to complete the assignments?	3. Students will have planners out and will critique (review) their own planner according to the questions being asked.
4. The counselor will provide an index card for each student and instruct students to write three transition goals for next year. Remind students that goals need to be achievable, measurable, and fit a specific time frame for completion. The effective use of a planner may also be discussed.	4. Students will write their three goals on the index card. Students will then discuss their ideas with a partner.
The counselor will ask students to think about how they can reach their goals (plan),	Students will share goals with the rest of the class.

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and who can help (resources). Remind students who successfully use their planners that maintaining effective use of the planner may be a goal. Students will then explain goals and action plans with their partner.	
5. Counselor will discuss transition goals and why they are needed.	5. Students will participate in the discussion of the need for transition goals.

Teacher Follow-Up Activities

All teachers will be made aware that each student has set a goal to improve or maintain use of his or her planner as an aid to succeeding as a student. (Some students may need only to maintain effective use of the planner.)

Suggestion:
Counselor can periodically check for use of planning strategies to accomplish goals before beginning guidance lessons.

Periodically, the *Planner Usage Rubric* will be distributed to the students in order to assess the use of the student planner, agenda, or assignment notebook. Students will complete the rubric to assess how well they are utilizing their planner, agenda or assignment notebook. The counselor will determine which weeks will be used to complete the rubric. The rubrics will be distributed every two weeks, or once a month, and returned to the counselor. Rubrics should be completed by the student based on their own planner and, if possible, reviewed by at least one other person (e.g. teacher, parent, or fellow student).

Counselor reflection notes (completed after the lesson)

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This rubric is designed to be used by students as a self-assessment mechanism, and may also be utilized by counselors and classroom teachers throughout the year.

Planner Usage Rubric

Student's Name: _____ Weeks Of: _____

(School Counselor decides "Weeks Of")

	4	3	2	1
Assignments with page numbers, titles of worksheets, questions to do, due date and materials needed	Consistently has planner completed with all information	Usually has information with 1 or 2 components missing	Occasionally has the planner completed	Rarely has assignment notebook completed
Long-term assignments	Consistently has long-term assignments listed each day until due	Usually has long-term assignments listed at least 2 days before due	Has long-term assignments listed on 1 day before due or on due date	Rarely has long-term assignments recorded
Test dates	Consistently has test dates listed each day until test	Usually has test dates listed as least 2 days before test	Has test dates listed 1 day before test or on test date	Rarely has test dates recorded
Extracurricular Activities (if applicable)	Consistently has scheduled extracurricular activities recorded	Usually has scheduled extracurricular activities recorded	Occasionally has scheduled extracurricular activities recorded	Rarely has scheduled extracurricular activities recorded
Scheduled homework time	Consistently has scheduled homework time in planner	Usually has scheduled homework time in planner may be missing 1 or 2 days	Occasionally has scheduled homework time in planner	Rarely has scheduled homework time in planner

Name(s) of those assessing student with *Planner Usage Rubric*:

Name: _____ Date: _____

Name: _____ Date: _____

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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: Great Expectations!	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD:** 50 minutes each
Students will be learning how to plan for the new demands of middle school. Academics, changing schedules, extracurricular activities and other middle school activities will influence their success of their transitioning process. Sixth grade emphasizes the skills of self-management and the usage of a planner. Students will review the tasks they need to accomplish in order to reach goals efficiently. *Activity Logs* and related materials, including utilization of personal planners, will help with transitioning from grade level to grade level. In seventh grade, greater emphasis is placed on the usage of a student planner and how planners can be used as organizational and stress management tools, allowing students to meet academic expectations at one grade level while preparing to make the transition to the next grade level.	

ESSENTIAL QUESTIONS:

1. How do people prepare for the unknown?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will complete the homework and activity log to compare how activities change from last year and will change again next year.		AD.5.A.06: Demonstrate the ability to adjust to changing school structures and continue to meet academic expectations. AD.5.A.07: Recognize ongoing academic expectations and develop strategies to meet increased demands.		SL.6.1 SL.7.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 4 Level 3

				6.SP.1 6.SP.4 6.SP.5.a		
2. The student will write three transition goals and discuss them with their peers.		AD.5.A.06 AD.5.A.07		W.6.2 W.6.4 W.7.2 W.7.4 SL.6.1 SL.7.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6 WHST.6-8.2	AD A AD A	Level 4 Level 3

ASSESSMENT DESCRIPTIONS*:

Students will address transition by completing the *Homework Activity Log* and writing three goals for transitioning.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X__ Direct __X__ Indirect _____ Experiential __X__ Independent study __X__ Interactive Instruction
1 2	See Lessons: Lesson 1: Sixth Grade Is a Ball! Lesson 2: Get Ready, Get Set, Get Organized!

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)!				
1 2	See Lessons: Lesson 1: Sixth Grade Is a Ball! Lesson 2: Get Ready, Get Set, Get Organized!				
	Direct: _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice __X___ Compare & Contrast (Ls. 1) _____ Didactic Questions __X___ Demonstrations (Ls. 1) _____ Guided & Shared - reading, listening, viewing, thinking	**Indirect:** _____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry __X___ Reflective Discussion (Ls. 1) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals __X___ Learning Logs (Ls. 1, 2) _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing _____ Panels __X___ Brainstorming (Ls. 2) __X___ Peer Partner Learning (Ls. 2) __X___ Discussion (Ls. 1, 2) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ 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: My Path to Success **Grade Level:** 7

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Late Spring Semester

Lesson Titles:
Lesson 1: Graphing My Path to Success
Materials/Special Preparations Required:
Student transcript of grades obtained from files
Graph paper
Colored pencils

Lesson 2: Analyzing My Path to Success
Materials/Special Preparations Required:
Graphs from Lesson 1

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

Grade Level Expectation (GLE):
AD.6.A.07: Assess academic achievement to refine education goals for life-long learning. (DOK Level -3)

American School Counselor Association National Standard (ASCA):
Academic Development
B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

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

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 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 5. reason inductively from a set of specific facts and deductively from general premises
X	Goal 4: make decisions and act as responsible members of society 1. explain reasoning and identify information used to support decisions 5. develop, monitor and revise plans of action to meet deadline and accomplish goals 8. explore, prepare for and seek educational and job opportunities

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. speaking and writing standard Englis
X	Mathematics	3. data analysis, probability and statistics
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How does my current academic performance affect later career and education choices?

Unit Measurable Learning Objectives:

The student will construct a graph of his/her grades from previous year and the reporting period of the current year in order to assess his/her strengths and weaknesses.
The student will write a journal entry/paragraph analyzing strengths and weaknesses of his/her personal graphs, including steps toward goal attainment.

Unit Instructional Strategies/Instructional Activities:

_X_Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
_X_Indirect (Reflective Discussion; Concept Mapping)
_X_Experiential (Charting/Graphing)
_X_ Independent Study (Journals; Reports)
____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.

Assessment for the unit will be completed through review of final student works, i.e. graphs, journal entries and/or reflection paragraphs.

Brief Summary of Unit:

In this unit students will analyze their strengths and weaknesses by graphing their grades. Using this information and a list of their life experiences, students will create their formal resumes and personal goal plans.

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

Students need to have developed general knowledge of self and have an accurate view of their academic standing, career interests, etc…

Students will need to review specialized career vocabulary presented in sixth grade that also applies to this lesson.

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Unit 1 Title: My Path to Success

Lesson Title: Graphing My Path to Success **Lesson** 1 of 2

Grade Level: 7

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Educational Plans

Grade Level Expectation (GLE):
AD.6.A.07: Assess academic achievement to refine education goals for life-long learning.

American School Counselor Association National Standard (ASCA):
Academic Development
B: Students will complete school with the academic preparation essential to choose from a wide rage of substantial post-secondary options including college.

Materials (include activity sheets and/ or supporting resources)

Student transcript of grades
Graph paper
Colored pencils

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

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs and outlines) for analysis or presentation. 10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems 5. reason inductively from a set of specific facts and deductively from general premises
	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	1. speaking and writing standard English
X	Mathematics	3. data analysis, probability and statistics
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving

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	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will construct a graph of his/her grades from last year and the reporting period of the current year in order to assess his/her strengths and weaknesses.

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 self-assess by analyzing completed graphs of academic ability and performance and comparing results to requirements for career goals.

Lesson Preparation

Essential Questions:

How does my academic performance affect later career/education choices?

Engagement (Hook):

The counselor will ask the students if they have ever seen people looking at graphs to analyze data. Ask students to provide examples. Project or display examples of graphs. Counselor asks the students why businesses analyze information such as this.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. After the hook, the counselor tells the students that today they are going to graph information regarding personal performance in school. The counselor will provide students with their individual grades. These grades could be from last school year and the first reporting period of the current school year or a series of bi-weekly or progress reports. Students will create a line graph with all courses plotted on the graph. The counselor will provide students with graph paper and colored pencils. Students will be instructed to plot the grade on the vertical axis and the reporting period on the horizontal axis. Students will be given enough colored pencils to graph each subject with a different color. If a school district has access to computers, students could create the graphs electronically in a spreadsheet program.	1. Students construct a graph to demonstrate and self-assess strengths and weaknesses in academic performance and ability.

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2. The counselor will collect grades and completed graphs to be used in the next lesson.	2. Students turn in grades and completed graphs.

Teacher Follow-Up Activities

The counselor may need to follow up with an additional session to allow time for the completion of the graphs.

PLEASE NOTE: Be certain to address confidentiality of data. All data, including graphs, should be kept confidential as would be done with a test taken in the classroom. Students may, however, volunteer to share.

Counselor reflection notes (completed after the lesson)

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Unit 1 Title: My Path to Success

Lesson Title: Analyzing My Path to Success **Lesson** 2 of 2

Grade Level: 7

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.07: Assess academic achievement to refine education goals for life-long learning.

American School Counselor Association National Standard (ASCA):
Academic Development
B: Students will complete school with the academic preparation essential to choose from a wide rage of substantial post-secondary options including college.

Materials (include activity sheets and/ or supporting resources)

Graphs from previous lesson

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

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs and outlines) for analysis or presentation. 10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems 5. reason inductively from a set of specific facts and deductively from general premises
	Goal 4: make decisions and act as responsible members of society 1. explain reasoning and identify information used to support decisions 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. explore, prepare for and seek educational and job opportunities

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	1. speaking and writing standard English
X	Mathematics	3. data analysis, probability and statistics
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will write a journal entry/paragraph analyzing strengths and weaknesses of his/her personal graphs, including steps toward goal attainment.

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 self-assess by analyzing completed graphs of academic ability and performance and develop a plan for future action.

Lesson Preparation

Essential Questions:

How does my academic performance affect later career/education choices?

Engagement (Hook):

The counselor asks the students to name successful business people. Counselor asks the students to list strengths of these business people. Counselor then directs the students to brainstorm weaknesses that these people might have.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor returns the graphs from the previous lesson to the students and asks students to complete the graph or review graphs for trends.	1. If graphs are incomplete, students complete graphs. If graphs are complete, students review graphs for trends.
2. The counselor instructs the students to look at their personal graphs and look for strengths, weaknesses, and trends with those strengths and weaknesses. The counselor asks the students to write a journal entry summarizing the strengths, weaknesses, and trends.	2. Students self-assess strengths and weaknesses shown on their graphs and write a journal entry describing the data discovered through the graphing assignment.
3. Following summarization, students will write a *So What* paragraph… I know more about my strengths, weaknesses and trends. So *What*? What do I need to do to attain my goals?	3. Student will continue above entry with *So What* paragraph.
4. The counselor collects and secures grades	4. Students submit their personal grades,

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and files the completed graphs and journal entries in the students' career folders.	completed graphs, and journal entries to counselor.

Teacher Follow-Up Activities

The teacher may review student journals and graphs.

Counselor reflection notes (completed after the lesson)

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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: My Path to Success In this unit students will analyze their strengths and weaknesses by graphing their grades. Using this information and a list of their life experiences, students will create their formal resumes and personal goal plans.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. How does my current academic performance affect later career and education choices?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will construct a graph of his/her grades from previous year and the reporting period of the current year in order to assess his/her strengths and weaknesses.		AD.6.A.07: Assess academic achievement to refine education goals for life-long learning.		SL.6-8.1 SL.6-8.2 SL.6-8.5 L.7.3	AD B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.	Level 3
2. The student will write a journal entry/paragraph analyzing strengths and weaknesses of his/her personal graphs, including steps toward goal attainment.		AD.6.A.07		WHST.6-8.4 L.7.1 L.7.2 L.7.3 L.7.5 L.7.6	AD B	Level 3

ASSESSMENT DESCRIPTIONS*:

Assessment for the unit will be completed through review of final student works, i.e. graphs, journal entries and/or reflection paragraphs.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__X__ Direct __X__ Indirect __X__ Experiential __X__ Independent study _____ Interactive Instruction
1 2	See Lessons: Lesson 1 Graphing My Path to Success Lesson 2 Analyzing My Path to Success
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson 1 Graphing My Path to Success Lesson 2 Analyzing My Path to Success

	Direct:	Indirect:	Experiential:	Independent Study	Interactive Instruction
	tructured Overview ecture xplicit Teaching rill & Practice ompare & Contrast idactic Questions emonstrations Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry ___X__Reflective Discussion (Ls. 1, 2) _____ Writing to Inform _____ Concept Formation ___X__ Concept Mapping (Ls. 1) _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys ___X__ Charting/Graphing (Ls. 1)	_____ Essays _____ Computer Assisted Instruction ___X__ Journals (Ls. 2) _____ Learning Logs ___X__ Reports (Ls. 2) _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning _____ Discussion _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

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

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

Unit # 1 Title: How Do the Pieces Fit? **Grade Level:** 7

Number of Lessons in Unit: 3

Time Required: Usually 50 minutes; however, length will vary depending on the length of the inventories selected.

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: If the Career Fits, Explore It!

Materials/Special Preparation Required:

A career interest inventory: Your local school district, most likely, has adopted an interest inventory. Review the inventory's purpose, district's use of inventory and relevance/application to 7th grader's exploration of their interests. If the district has not adopted a specific inventory, explore interest inventories available free via the internet and commercial sources. Examples of interest inventories include: Job-O, Career Game, COIN Career Targets, CX Bridges Career Explorer, Choices, or Missouri Connections.

Lesson 2: If the Career Fits, Explore It! (Part 2)

Materials/Special Preparation Required:

Completed career interest inventory (See Lesson 1)

Career information resources: Print (e.g., *Occupational Outlook Handbook*) and electronic

Activity Sheets: *Who I Am…*, *Researching a Career* (optional)

Lesson 3: We Are All Pieces of the Puzzle

Materials/Special Preparation Required:

Completed *Who I Am …* and *Researching a Career* Activity Sheets (see Lesson 2)

Activity Sheet: *Map It Out* concept map (2 copies for each student)

Item(s) purchased locally and produced in another country

Missouri Comprehensive Guidance and Counseling Big Idea:

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

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

Grade Level Expectations (GLEs):

CD.7.A.07: Use current interests, strengths, and limitations to guide career exploration and educational planning. (DOK – Level 3)

CD.7.B.07: Recognize occupations and careers as they relate to career paths and personal interests/aptitudes. (DOK – Level 2)

CD.7.C.07: Recognize the relevance of all work and workers and their existence in a global society. (DOK – Level 2)

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CD.8.A.07: Utilize career and educational information to explore career paths of interest. (DOK – Level 3)
CD.8.B.07: Utilize a variety of resources to obtain information about the levels of training and education required for various occupations. (DOK – Level 3)

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 personal qualities, education, training and the world of work.

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

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas. 6. Discover and evaluate written, visual and oral presentations and works. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis.
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. 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	Reading and writing; compare and contrast; research
X	Mathematics	Data analysis
X	Social Studies	Understanding the value of individuals in a global society
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Who am I? What appeals to me?
How are occupations inter-related?
How do people's interests affect career choices?

Unit Measurable Learning Objectives:

The student will identify interests and relate that information to careers and career paths by completing an interest inventory.
The student will research three possible careers and choose one for further investigation.

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The student will identify six jobs related to a career of interest, using a graphic organizer based on the career paths.

Unit Instructional Strategies/Instructional Activities:

_X__ Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
_X__ Indirect (Reflective Discussion, Concept Mapping)
_X__ Experiential (Surveys)
_X__ Independent Study (Research Projects)
_X__ Interactive Instruction (Discussion, 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.
Students will complete a career interest inventory (e.g. Job-O, Career Game, COIN Career Targets, Missouri Connections, CX Bridges Career Explorer, Choices, etc.) and authentic assessment through inclusion in career portfolio.
Students will research three careers of interest and select one goal career.
Students will use graphic organizers to demonstrate related careers.

Brief Summary of Unit: Students will identify personal strengths and interests through use of an interest inventory. They will evaluate the relationship between their preconceived ideas about work with information from a research project. They will also categorize the career with the appropriate career path.
When presented with a product, students will brainstorm the occupations that contribute to the production of that product, classifying the various careers according to the career paths.

Student Prior Knowledge:
Student success in any learning endeavor is dependent upon prior knowledge. The Missouri Comprehensive Guidance Program Curriculum builds on each student's prior knowledge and understanding in academic content as well as Comprehensive Guidance content. Helping students develop a common vocabulary and common conceptual understandings rests upon the Professional School Counselor.

For the Career Development strand the common vocabulary for seventh graders includes:

Work	Job Responsibilities of Workers	College, University
Career	Interests	Strength, Limitation
Career Paths	Post-secondary Options	Ethics
Resume	Portfolio	Interview

For CD 7 the common conceptual understanding includes: the integration of self knowledge into life and career plans, adapting to changes in the world economy and work, respect for all work (and workers).
For CD 8 the common conceptual understanding includes: the career decision-making processes and the education and training requirements of careers.

At the seventh grade level, students are expected to have prior knowledge of:

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The Concept and Titles of the Career Paths	Basic Goal-Setting and Planning Skills
The Importance of All Work	The Value of All Workers
Basic Interviewing Skills	Personal Characteristics

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Unit # 1 Title: How Do the Pieces Fit?

Lesson Title: If the Career Fits, Explore It! (Part 1) **Lesson**: 1 of 3

Grade Level: 7

Length of Lesson: one class period

Missouri Comprehensive Guidance and Counseling Big Idea:

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

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

Grade Level Expectations (GLEs):

CD.7.A.07: Use current interests, strengths, and limitations to guide career exploration and educational planning.

CD.7.B.07: Recognize occupations and careers as they relate to career paths, personal interests, and aptitudes.

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 personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

A career interest inventory: Your local school district, most likely, has adopted an interest inventory. Review the inventory's purpose, district's use of inventory and relevance/application to 7th grader's exploration of their interests. If the district has not adopted a specific inventory, explore interest inventories available free via the internet and commercial sources. Examples of interest inventories include: Job-O, Career Game, COIN Career Targets, CX Bridges Career Explorer, Choices, or Missouri Connections.

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. 6. Discover and evaluate written, visual and oral presentations and works.
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 8. Explore, prepare for and seek educational and job opportunities.

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

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Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	Reading and writing; compare and contrast; research
X	Mathematics	Data analysis
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify interests and relate that information to careers and career paths by completing an interest inventory.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will complete an interest inventory.

Lesson Preparation

Essential Questions: Who am I? What appeals to me?

Engagement (Hook): Partners tell each other qualities they see in one another and what career(s) they think they might be good at.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Introduce the interest inventory. Emphasize the intended purpose of interest inventories (to compare their interests with the interests of workers in specific occupations), how the inventory was developed AND to whom students' interests were compared to yield the students' results (people in the "norming" group). Stress the importance of sincere and deliberate responding. Administer the career interest inventory.	1. Ask clarifying questions about the inventory. Complete the career interest inventory thoughtfully and deliberately.
2. When the inventory has been completed, allow time for students to talk about their thinking as they were completing it, e.g. did	2. Post-inventory: Reflect on process and respond to questions

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they "just do it" or did they do it thoughtfully and with a curiosity about themselves and their results? Help students anticipate their results as a way to gain interesting information to consider when making decisions about careers. (NOTE: It is important that EVERY student develops an awareness of his or her interests as measured by a comprehensive inventory; thus, plan a separate session for those who may have difficulty completing the inventory in a large group setting).	
3. Tell students that the results of the inventory will be used in the next lesson (Unit 1 Lesson 2). When using an online interest inventory, print a copy of each student's results.	3. Students will share closing comments.

Teacher Follow-Up Activities

Students post their name in the correct area of a career path chart. Names are followed by one or two strengths the student possesses that attracted them to their career path.

Counselor reflection notes (completed after the lesson)

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Unit # 1 Title: How Do the Pieces Fit?

Lesson Title: If the Career Fits, Explore It! (Part 2) **Lesson:** 2 of 3

Grade Level: 7

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.
CD.8: Knowing Where and How to Obtain Information About the World of Work and Post-Secondary Training/Education.

Grade Level Expectations (GLEs):
CD.7.A.07: Use current interests, strengths, and limitations to guide career exploration and educational planning.
CD.7.B.07: Recognize occupations and careers as they relate to career paths and personal interests/aptitudes.
CD.8.A.07: Utilize career and educational information to explore career paths of interest.
CD.8.B.07: Utilize a variety of resources to obtain information about the levels of training and education required for various occupations.

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 personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Completed career interest inventory (See Lesson 1)
Career information resources: Print (e.g., *Occupational Outlook Handbook*) and electronic
Activity Sheets: *Who I Am…*, *Researching a Career* (optional)

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. 6. Discover and evaluate written, visual and oral presentations and works.
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 8. Explore, prepare for and seek educational and job opportunities.

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	Reading and writing; compare and contrast; research
X	Mathematics	Data analysis
	Social Studies	
X	Science	Scientific inquiry
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will research three possible careers and choose one for further investigation.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will choose a career of interest to research.

Lesson Preparation

Essential Questions:
How do career interest inventories affect career choices?

Engagement (Hook): Instructor proclaims, “Tomorrow’s the day!”

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Procedures:

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Say to students: You have to get a job by noon tomorrow!! The magic is … you have the ability get the job of your dreams … a job that will allow you to be yourself!! What will it be? You will use that job as you review the results of the interest inventory you completed during the last guidance lesson.	1. Students will identify a job.
2. Return students' career interest inventory results. Allow time for the students to review the information. Stress the limitations of individual results: • Do your results reflect <u>you</u>? • How do your results fit with the job you identified at the beginning of this lesson? • The person who "takes" an interest inventory must use the results (not let the results use them) with information they know to be true about themselves (e.g., "The truth is, I made a design when I darkened the bubbles—and have no idea what the question asked.").	2. Students will review and reflect honestly on their individual results and consider the results in relation to the job identified above. They will ask clarifying questions.
3. Review career paths and the attributes of those individuals who work in each. Compare the results of their interest inventories, the careers in each career path and the job they identified step 1 above. Is there a fit? Would you still choose the job you chose at the beginning of this lesson? Would you like to take the interest inventory again?	3. Students will engage in a comparison of the career paths, workers, and the results of the interest inventories …in light of the job they identified earlier in this lesson.
4. Provide instructions for the *Who I Am…* activity sheet and have students complete it by marking an X in the boxes that are like them. ***NOTE:*** *Students may be unfamiliar with the* vocabulary *on this activity sheet. The*	4. Review the *Who I Am…* activity sheet and ask clarifying questions.

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counselor may choose to read the items and offer explanation as questions arise.	
5. <u>Collect the completed activity sheets.</u> Tell students that during the next lesson, they will be using the results and that between now and the next lesson they will be discovering more about a specific occupation.	5. Complete Step 1 of "*Who I Am…* activity sheet; give to counselor after completing.
6. Explain that students are to research at least three occupations that are in the areas of high interest for them. Encourage students to investigate any career titles that are not familiar to them. Using one or more resources, students will research three careers of interest. From those three options, students will choose one that they will address when doing their reality check during the next lesson, based on the *Who I Am…* activity sheet. While students are investigating a specific career, they should consider which career path that occupation fits into.	6. Students will research three possible careers based on career inventory results, choosing one that they will focus on for further investigation. Students will use highlighters to mark information about the career they have chosen, such as salary, working conditions, location, tasks and responsibilities, working alone or with others. (During the next lesson, they will be using the information gained from their career research to complete Step 2 of the *Who I Am…* activity sheet.
7. Help students explore the career information resources available to them – on the internet, in the counselor's office, in the school library.	7. Students may use information downloaded from an online source, or if they are unable to print a hard copy of their career information from an online source, they can use the activity sheet *Researching a Career* to record information they find during the research they conduct.

Teacher Follow-Up Activities

Students post careers they investigated on a classroom career path chart.

Counselor reflection notes (completed after the lesson)

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Activity Sheet: Researching a Career

Name: _____ Grade: _____

Career: _____

Career path: _____

Average salary/wage: _____ Hours/work days: _____

Describe work and working conditions:

High school courses that will help you prepare for this job:

Education or training needed beyond high school to prepare you for this job:

Adapted from Missouri Guidance The Box, *1998.*

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Activity Sheet: Who I Am …….

Name: _____ Grade: _____

A career I am considering: _____

Career path: _____

Step 1 Directions: Place an X in front of the statements that reflect your interests, abilities, and talents.

☐ High salary (over $50,000)	☐ Working in a wet place	☐ Working in a safe place
☐ Middle income ($20,000 to $50,000)	☐ Working in some hazardous surroundings	☐ Working at the same location all day
☐ Low income (under $20,000)	☐ Pleasant working conditions	☐ Working inside
☐ Staying clean	☐ Working outside	☐ Getting dirty
☐ Working in a factory	☐ Working in a rural setting	☐ Working in many areas
☐ Working in a store	☐ Working in an office	☐ Traveling as part of the job
☐ Working in a noisy place	☐ Working with other people	☐ Working in a quiet place
☐ Working in heat	☐ Planning your own work	☐ Working alone
☐ Working in cold	☐ Doing work that provides a chance to be creative	☐ Working in air conditioning
☐ Working in a dry place	☐ Doing the same task each day	☐ Having a high level of responsibility
☐ Following orders	☐ Spending lots of time with your family	☐ Doing different tasks every day
☐ Working a seasonal job	☐ Being your own boss	☐ Having vacation time
☐ Working for someone else	☐ Working short hours	☐ Having flexible hours
☐ Performing mental, rather than physical, tasks	☐ Working a regular 40-hour week	☐ Having respect in the community
☐ Working with details	☐ Working with tools	☐ Performing physical, rather than mental, tasks

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☐ Having good fringe benefits	☐ Manufacturing a product	☐ Performing a service
☐ Working while standing	☐ Working while sitting	☐ Helping people
☐ Doing work that requires a great deal of reading and writing	☐ Competing with others	☐ Working in an expanding career area
☐ Motivating others	☐ Influencing others	☐ Working in a city
☐ Working in the suburbs	☐ Supervising others	☐ Making decisions on the job
☐ Working in a declining career area	☐ No high school diploma or GED required	☐ Social skills required
☐ Listening skills required	☐ Following directions carefully	☐ Trade or technical school required
☐ Working with a chance for advancement	☐ Advanced college degree required	☐ Using writing skills
☐ Using speaking skills	☐ Using reading skills	☐ On-the-job training required
☐ Apprenticeship offered	☐ License required	☐ Memory skills required
☐ Working as a member of a team	☐ Good grooming required	☐ Using science skills
☐ Advanced math skills required	☐ Basic math skills required	☐ Union membership required
☐ Typing skills required	☐ Special skills required	☐ College degree required
☐ Social studies skills required	☐ Good manners required	☐ Working by myself

Step 2 Directions: Place an O in front of the statements that are true for the career you researched.

Look closely at your responses. If there are both X's and O's in front of each of the statements, the career you are considering should appeal to you. If many of the X's (true for you) and O's (true for the career you researched) are not beside the same statements, you may need to rethink your reasons for considering this career as a potential career choice.

Adapted from Missouri Guidance The Box*, 1998.*

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Unit # 1 Title: How Do the Pieces Fit?

Lesson Title: We Are All Pieces of the Puzzle **Lesson:** 3 of 3

Grade Level: 7

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.
CD.8: Knowing Where and How to Obtain Information About the World of Work and Post-Secondary Training/Education.

Grade Level Expectation (GLE):
CD.7.C.07: Recognize the relevance of all work and workers and their existence in a global society.

American School Counselor Association (ASCA) National Standard:
Career Development
A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Completed *Who I Am …* and *Researching a Career* activity sheets (see Lesson 2)
Activity Sheet: *Map It Out* concept map (2 copies for each student);
Item(s) purchased locally but produced in another country
A small puzzle

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.
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. 8. Explore, prepare for and seek educational and job opportunities.

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	Expressing ideas verbally; compare and contrast
	Mathematics	
X	Social Studies	Understanding the value of individuals in a global society
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify six jobs related to a career of interest, using a graphic organizer based on the six career paths.

Lesson Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, portfolio, etc.
Students will be able to use graphic organizers related to careers and career paths.

Lesson Preparation

Essential Questions:
How are occupations inter-related?

Engagement (Hook):
Show students a small puzzle. Explain that without all the pieces, a puzzle is not complete. The same principle applies to the world of work. Each person who provides a service or who produces a product depends on others to make the process complete.

Procedures for Lesson

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Distribute students' completed *Who I Am …* activity sheets. Have them complete the second part of the inventory. With one of the careers they researched in mind, students will mark the items that fit that career with "0".	1. Students will complete the second part of the activity sheet and review the match, asking himself or herself if their preferences would make them a good fit with the occupation they researched.
2. Divide students into task groups. Give each group a *Map It Out* activity sheet.	2. Participate in group discussion while respecting the views of others.

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Encourage the groups to choose a specific career that they find appealing. The students will write the name of that career in the middle bubble. Ask the groups to consider related careers. Related careers are those that may not be the specific career goal they had in mind, but would allow students to be professionally involved in the career area desired. With each specific career, there are typically many related careers. The students will then brainstorm as many related careers as possible, placing them into the corresponding career path box(es). Encourage the students to come up with as many related jobs in as many career paths as possible. Some jobs may overlap many career paths, while others may not. <u>Example</u>: A specific career may be a news anchor-person. Related careers might include: camera operator, copywriter, free-lance writer, reporter, producer, actor, and sportscaster. Allow 5 minutes for students to complete the activity sheet.	
3. Review the groups' results, soliciting opinions from the rest of the class.	3. When the activity sheet is complete, groups will explain their choices for related occupations either to the whole class group or to another small task group.
4. Present items (products) purchased in the United States but produced in another country to the groups. Have them consider all the potential individuals who may have contributed to that product being available for purchase in the local store. Give each group another copy of the *Map It Out* activity sheet to use for this activity, and tell students to place the name of the product in the center and the names of related occupations in the career path boxes surrounding the product.	4. Consider the many people who have work because of this product--in the country of origin and in the United States. Students will contribute ideas and listen to others' ideas through brainstorming, group discussion, and class discussion. Students will express different opinions while respecting the opinions of others.

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Allow 5 minutes for students to complete the activity sheet. 5. Discuss the groups' results for this exercise. Follow up with discussion of a global society, the value of all work and workers and the interdependence of people all over the world.	5. As closure, students will do a 2-minute writing summarizing what they have learned during this unit. These summaries may be included in the students' Personal Plan of Study/Career Portfolio.

Teacher Follow-Up Activities

Teacher may want to post *Map It Out* activity sheets on bulletin board so students can visually understand many examples of how various careers are dependent on one another.

Counselor reflection notes (completed after the lesson)

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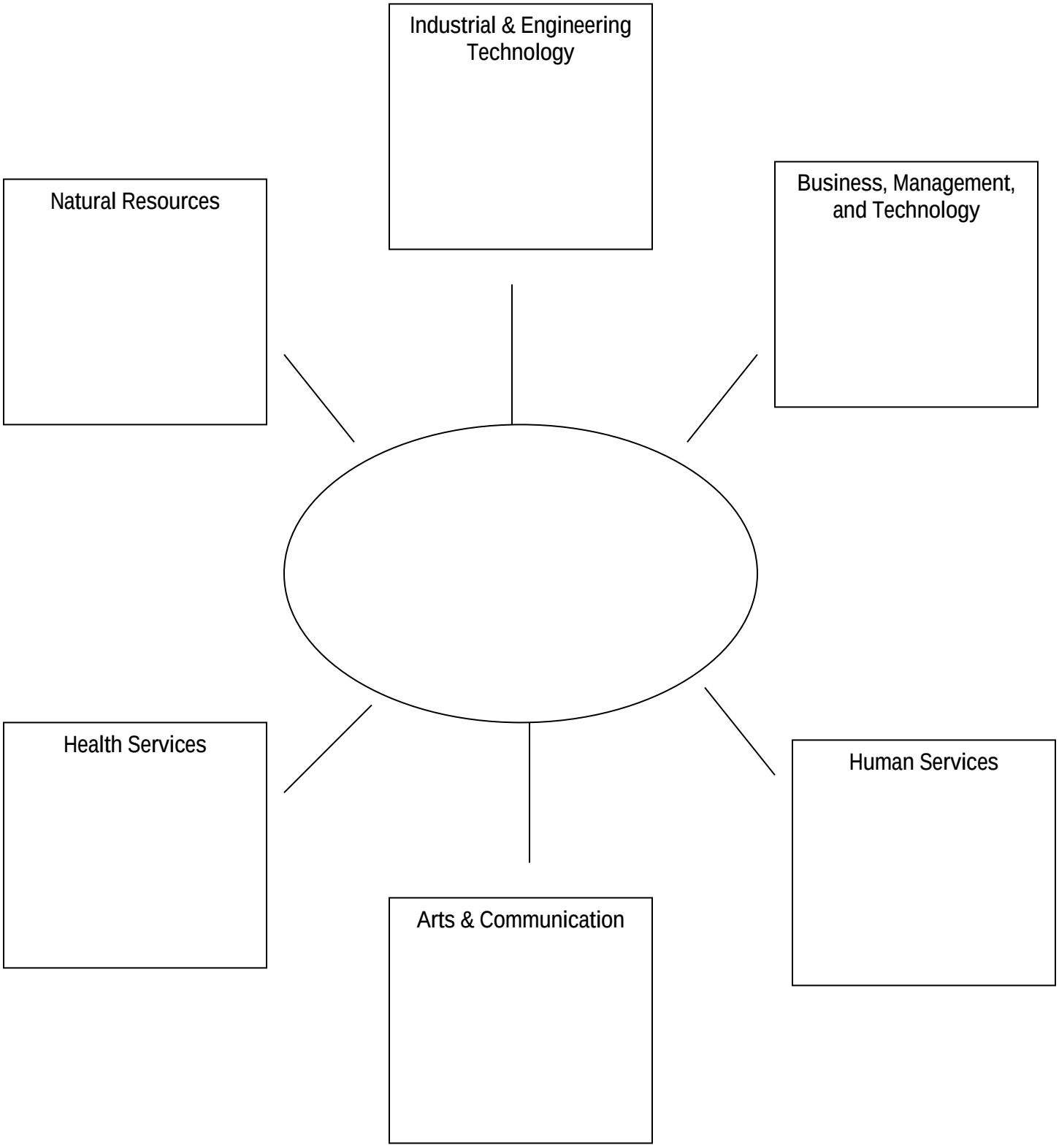
Activity Sheet: Map It Out!



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COURSE INTRODUCTION:

Career Development

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

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

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

Applying skills for career readiness and success.
Major Points: Employment readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management and effort. In addition, employment readiness skills include appreciation and respect for other's differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one's contribution in the classroom and in the workplace.

UNIT DESCRIPTION: How Do the Pieces Fit? Students will identify personal strengths and interests through use of an interest inventory. They will evaluate the relationship between their preconceived ideas about work with information from a research project. They will also categorize the career with the appropriate career path. When presented with a product, students will brainstorm the occupations that contribute to the production of that product, classifying the various careers according to the career paths.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. Who am I? What appeals to me?
2. How are occupations inter-related?
3. How do people's interests affect career choices?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify interests and relate that information to career and career paths by completing an interest inventory.		CD.7.A.07: Use current interests, strengths, and limitations to guide career exploration and educational planning. CD.7.B.07: Recognize occupations and careers as they relate to career paths, personal interests, and aptitudes.		W.7.2 W.7.4 W.7.7 W.7.9 SL.7.1 SL.7.2 L.7.1 L.7.2 L.7.3 L.7.4 L.7.6 WHST.6-8.4 WHST.6-8.7 WHST.6-8.9	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 C. Students will understand the relationship between personal qualities, education, training and the world of work.	DOK – Level 3 DOK – Level 2

		CD.7.C.07: Recognize the relevance of all work and workers, and their existence in a global society. CD.8.A.07: Utilize career and educational information to explore career paths of interest. CD.8.B.07: Utilize a variety of resources to obtain information about the levels of training and education required for various occupations.				DOK – Level 2 DOK – Level 2 DOK – Level 3
2. The student will research three possible careers and choose one for further investigation.		CD.7.A.07 CD.7.B.07 CD.7.C.07 CD.8.A.07 CD.8.B.07		W.7.2 W.7.4 W.7.7 W.7.9 SL.7.1 SL.7.2 L.7.1 L.7.2 L.7.3 L.7.4 L.7.6 WHST.6-8.4 WHST.6-8.7	CD A CD C	DOK – Level 3 DOK – Level 2 DOK – Level 2 DOK – Level 2 DOK – Level 3

				WHST.6-8.9		
3. The student will identify six jobs related to a career of interest, using a graphic organizer based on the career paths.		CD.7.A.07 CD.7.B.07 CD.7.C.07 CD.8.A.07 CD.8.B.07		W.7.2 W.7.4 W.7.7 W.7.9 SL.7.1 SL.7.2 L.7.1 L.7.2 L.7.3 L.7.4 L.7.6 WHST.6-8.4 WHST.6-8.7 WHST.6-8.9	CD A CD C	DOK – Level 3 DOK – Level 2 DOK – Level 2 DOK – Level 2 DOK – Level 3

ASSESSMENT DESCRIPTIONS*:
Students will complete a career interest inventory (e.g. Job-O, Career Game, COIN Career Targets, Missouri Connections, CX Bridges Career Explorer, Choices, etc.) and authentic assessment through inclusion in career portfolio.

Students will research three careers of interest and select one goal career.
Students will use graphic organizers to demonstrate related careers.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct __x__ Indirect __x__ Experiential __x__ Independent study __x__ Interactive Instruction
1 2 3	See Lessons: Lesson 1: If the Career Fits, Explore It! Lesson 2: If the Career Fits, Explore It! (Part 2) Lesson 3: We Are All Pieces of the Puzzle

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3	See Lessons: Lesson 1: If the Career Fits, Explore It! Lesson 2: If the Career Fits, Explore It! (Part 2) Lesson 3: We Are All Pieces of the Puzzle				
	Direct: _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2,3)	**Indirect:** _____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation ___x__ Concept Mapping (Ls.3) _____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building ___x__ Surveys (Ls. 2)	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework ___x__ Research Projects (Ls. 2) _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning ___x__ Discussion (Ls. 1,2,3) _____ Laboratory Groups _____ Think, Pair, Share ___x__ Cooperative Learning (Ls. 3) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

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

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

Unit # 2 Title: Using Job-Seeking Skills **Grade Level:** 7

Number of Lessons in Unit: 2

Time Required: 50 minutes

Best time of year to implement this Unit: anytime

Lesson Titles

Lesson 1: Who Will Get the Job? (Part 1)

Materials/Special Preparation Required:

Activity Sheets: "Job Application: Happy Hamburger House" (Raven Stone and Marvin Smith). It is suggested that one of the applications be handwritten and the other typed. Make copies of each for all students.

Activity Sheets: "Interview Scenarios" (Raven Stone and Marvin Smith). Make copies of each for all students)

2 highlighters per group (1 yellow and 1 green), paper and pencil.

Copies of job applications from two community employers.

Lesson 2: Who Will Get the Job? (Part 2)

Materials/Special Preparation Required:

Completed job applications (two) from the local business community (see Lesson 1)

Activity Sheet: "Interview Checklist"

paper and pencils

Missouri Comprehensive Guidance and Counseling Big Idea:

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

Grade Level Expectations (GLEs):

CD.9.A.07: Utilize information about personal, ethical and work habit skills to enhance individual student success. (DOK Level – 4)

CD.9.B.07: Identify and demonstrate basic job seeking skills of interviewing and completing applications. (DOK Level – 2)

American School Counselor Association Standard (ASCA) National Standard:

Career Development

C: Students will understand the relationship between personal qualities, education, training and the world of work.

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 6. Apply communication techniques to the job search and to the workplace.

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	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	Reading and writing
	Mathematics	
X	Social Studies	Use of tools of social inquiry and relationships of the individual to the group
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What is a good worker?
How do people get hired for jobs?

Unit Measurable Learning Objectives:

The student will complete two job applications.
The student will identify skills involved in the process of interviewing for a job by completing an interview checklist.
The student will write a reflective essay, which addresses past and present views regarding the interview process and his/her personal interview skills.
The student will identify one goal for improvement or implementation of a specific interview skill.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
_____ Indirect (Problem Solving)
__X__ Experiential (Role Playing)
__X__ Independent Study (Essays, Homework)
__X__ Interactive Instruction (Role Playing, Discussion, Interviewing)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will complete job applications and identify interview skills through reflective writing.

Brief Summary of Unit:
Students will develop a resume, complete sample job applications and evaluate their job interview skills. This will help prepare students to develop a Personal Plan of Study at the completion of the eighth grade that takes into account portfolio information and self-evaluation

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tools. Students will develop an educational and career plan, establish specific goals and develop action steps for achieving the goals.

Students' Prior Knowledge:
Student success in any learning endeavor is dependent upon prior knowledge. The Missouri Comprehensive Guidance Program Curriculum builds on each student's prior knowledge and understanding in academic content as well as Comprehensive Guidance content. Helping students develop a common vocabulary and common conceptual understandings rests upon the Professional School Counselor.

For the Career Development Strand the common vocabulary for seventh graders includes:

Work	Job Responsibilities of Workers	College, University
Career	Interests	Strength, Limitation
Career Paths	Post-secondary Options	Ethics
Resume	Portfolio	Interview

For CD 9, the common conceptual understanding includes: the inter-relationship of one's personal skill (e.g., ethical behavior and work habit skills and attitudes), one's job seeking skills, and work success and satisfaction.

At the seventh grade level, students are expected to have prior knowledge of:

The Concept and Titles of the Career Paths	Basic Goal-Setting and Planning Skills
The Importance of All Work	The Value of All Workers
Basic Interviewing Skills	Their Personal Characteristics

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Unit # 2 Title: Using Job-Seeking Skills

Lesson Title: Who Will Get the Job? (Part 1) **Lesson:** 1 of 2

Grade Level: 7

Length of Lesson: 50 minutes

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

Grade Level Expectations (GLEs):
CD.9.A.07: Utilize information about personal, ethical, and work habit skills to enhance individual student success.
CD.9.B.07: Identify and demonstrate basic job seeking skills of interviewing and completing applications.

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

Materials and Resources (include handouts or supporting documents)

Activity Sheets: *Job Application: Happy Hamburger House* (Raven Stone and Marvin Smith) It is suggested that one of the applications be handwritten and the other typed. Make copies of each for all students
Activity Sheets: *Interview Scenarios* (Raven Stone and Marvin Smith) Make copies of each for all students
2 highlighters per group (1 yellow and 1 green), paper and pencil.
Copies of job applications from two community employers.

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 6. Apply communication techniques to the job search and to the workplace.
	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	Reading and writing

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	Mathematics	
X	Social Studies	Use of tools of social inquiry, relationships of the individual and groups
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Decision-making	X	Positive Work Ethic

Lesson Measurable Learning Objectives:

The student will complete two job applications.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will complete two job applications.

Lesson Preparation

Essential Questions:
What is a good worker?

Engagement (Hook):
Ask the students, "How can you lose a job in less than five minutes?"

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Ask the hook question and seek responses from 4 or 5 volunteers. Write the essence of each response on the board. Ask students what they notice about the responses … are 'job-task" skills listed?	1. Students will volunteer responses to the question, review the list of responses and make an observation about the list on the board.
2. Ask a follow-up hook question: "How can you lose a job before you have the job?" Record the essence of students' responses on the board. Remind class of the elementary school guidance lesson about applying for classroom jobs – and to remember that the classroom job application was a way to present themselves as a qualified candidate for their preferred	2. Students will volunteer responses the question.

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classroom job. If they had not completed their applications neatly and accurately, they might not have gotten the classroom job they really wanted. So, one way to lose a job before you even have it is to be careless about the application submitted.	
3. Ask students for ideas on the correct way to complete a job application.	3. Students will share ideas they have on the correct way to complete a job application. Possible answer: It should be done neatly by being typed or printed legibly.
4. Divide the class into groups of 4. Explain that they will to be given two completed job applications to review and evaluate as a group. They will indicate what is done **incorrectly** (highlight in yellow) and what is done **correctly** (highlight in green).	4. Students will get into groups. Students will review and assesses the two job applications and highlight in yellow those things that they think are incorrect and highlight in green those things they think are done correctly.
5. Ask each group to choose a spokesperson to give an example of an **incorrect** item and a **correct** item on one of the two applications. The instructor asks students whether or not they agree with each group's choices.	5. Students choose a spokesperson and the person reports to the class an **incorrect** item and a **correct** item from one of the applications. Students respond as to whether or not they agree with each group's choices. If there is disagreement, a rationale must be given.
6. "Good News, Students! You have just found out your application successfully presented you as a potential candidate! However, you still have an opportunity to lose the job before you begin. How?" Write 4 or 5 responses on the board. Link responses to lack of or poor interviewing skills. Ask the students for ideas about how to make a job interview successful.	6. Students will share ideas they have on the correct way to complete a job application. Possible answer: Dress nicely and use good manners.
7. Each group is given the Activity Sheet: *Interview Scenarios* (interviews with Marvin and Raven). They are instructed to review, evaluate and highlight the *Interview Scenarios* in the same way they did the job applications, problem areas (**incorrect areas)** in yellow and effective interview skills **(correct areas)** in green.	7. Students will highlight the interview scenarios using yellow for problem areas **(incorrect areas)** and green for the use of effective interviewing skills **(correct areas)**.

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8. Ask each group's spokesperson to give an example of a problem area and an effective interview skill from one of the two interviews. Ask other students whether or not they agree with each group's choices.	8. Spokespersons report to the class a problem area and an effective interview skill from one of the two interviews. Students (in large group) discuss whether or not they agree with each groups' choices. If there is disagreement, the rationale for disagreeing must be presented.
9. Review the pros and cons of each application and each interview with the students and ask, "Who will get the job?" "Could either applicant have lost the job before they had it?" Students will support responses with evidence from the examples provided.	9. Students will, as a group, decide if Marvin or Raven (or neither) will get the job based on the information provided in the scenario.
10. Tell the students that next week they will be interviewing for jobs with people from the local business community. Job applications from at least two local businesses will be given to students. Students are to complete the applications and return them to the classroom teacher within two days. Review the applications and, at least two days before the interviews, inform students whether or not they have been chosen to be interviewed. *(NOTE: If individual students choose not to complete and return the applications on time, help the individual use that choice as a piece of her or her self-evaluation process.)*	10. Students will complete two job applications and return them within two days.

Teacher Follow-Up Activities

The counselor will give the teacher envelopes to collect the applications; the teacher will remind the students of the assignment and possibly give class time to work on the applications. (This would work well in a communication arts class or careers class).

Counselor reflection notes

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Activity Sheet: Applications

Instructions for Review of Completed Applications

*Read each application and highlight in yellow the **incorrect** parts of each application and highlight in green the **correct** parts of each application. Write a summary of the strengths and weaknesses of each interview and compare how Raven and Marvin completed their applications. Use this page to make your comparisons and to write the summary of your evaluation of the applications.*

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Happy Hamburger House Job Application

Please print (use blue or black ink) or type.

Name

Last	Stone	**First**	Raven	**MI**	M

Address

Number	307	**Street**	Maple Avenue	**City**	Anytown	**State**	MO

Phone

Daytime phone	555-1234	**Evening phone**	

Position

____Full-time	**__X__Evenings**	**_____Days**	**_____Any**

Education	**Name/Address**	**Course/Major**	**Date Graduated**
Elementary	456 E. 11th Anytown, MO		
Middle/Jr. High	456 E. 11th Anytown, MO		
High School	456 E 11th Anytown, MO		May 2005
Post Secondary			
Other			

Are you planning any more schooling? If yes, explain._Yes, going to college in the fall.

Previous Employment (from most recent)

Company Name	**From To mo/yr mo/yr**	**Supervisor**	**Job/ Responsibility**
Mr. and Mrs. Conner	6/03		Babysat/Take care of their son

Why did you leave your last job? _____

May we contact your previous supervisors?_____

Additional Comments: (May include job-related skills, work skills, volunteer activities, extra-curricular activities, etc.)

I have babysat and can fix food for the child I sit with. I want to major in restaurant and hotel management someday.

____*Raven M. Stone*_____ ___4-15-2007__

Signature **Date**

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Happy Hamburger House Job Application

Please print (use blue or black ink) or type.

Name

Last Smith	**First** Marvin	**MI** L

Address

Number 703	**Street** Birch Lane	**City** Anytown	**State** MO

Phone

Daytime phone 555-123-4321	**Evening phone** 555-123-4321

Position

__X__Full-time	**____Evenings**	**_____Days**	**_____Any**

Education	**Name/Address**	**Course/Major**	**Date Graduated**
Elementary	456 11th Anytown, MO	Not applicable	Not applicable
Middle/Jr. High	456 11th Anytown, MO	Not applicable	Not applicable
High School	456 11th Anytown, MO	Not applicable	Expected May 2005
Post Secondary	Not applicable	Not applicable	Not applicable
Other			

Are you planning any more schooling? If yes, explain _At this time I am not sure.

Previous Employment (from most recent)

Company Name	**From mo/yr**	**To mo/yr**	**Supervisor**	**Job/ Responsibility**
None				

Why did you leave your last job? __Not applicable_____

May we contact your previous supervisors?_____

Additional Comments: (May include job-related skills, work skills, volunteer activities, extra-curricular activities, etc.)

I am very involved in school and I like to have good grades. I've never worked anywhere before.

_____*Marvin Smith*_____ ___**4-15-205**_____

Signature Date

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Activity Sheet: Interview Scenario for Raven Stone Seeking Employment with Happy Hamburger House

*Read each interview and highlight in yellow the **incorrect** parts of each interview and highlight in green the **correct** parts of each interview. Write a summary of the strengths and weaknesses of each interview and compare how Raven and Marvin performed in their interviews.*

Raven wanted a job at Happy Hamburger House. She had decided she needed to work during the summer in order to earn some spending money for college in the fall. Raven was dreaming of going to college and having a career in restaurant and hotel management. She had never worked except for the occasional babysitting job and was excited to be interviewing for a "regular" job doing something in the area she was considering as a career.

Raven had never interviewed for a job and asked some of her friends who worked at Happy Hamburger House what to expect during the interview. She felt confident about the interview after talking with her friend, Marcus, who had recently been the Employee of the Month.

Raven had an interview appointment after school at 4:00 and she went home after school to shower and change clothes before going to the interview. Raven put on a nice pair of slacks, a blouse tucked in with a belt and pulled her hair up into a ponytail.

Raven arrived 10 minutes late for the interview because of the time she had taken to go home and change. Mr. Langley, the manager, was waiting for her when she arrived and she greeted him with a smile and a handshake. Mr. Langley invited her to his office. Raven sat slouched down in the chair offered to her.

Mr. Langley: "Raven, I could not help but notice that you are 10 minutes late for the interview. Could you explain why you are late?"

Raven: "Well I went home to change after school and it took me longer than I thought it would."

Mr. Langley: "Being to work on time will be important, are you going to be able to get to work on time?"

Raven: "I should be able to."

Mr. Langley: "Raven, why do you want to work here at Happy Hamburger House?"

Raven: "Well Mr. Langley, I am going to go to school in the fall where I plan to major in the restaurant and hotel management program. I think that working here will give me some experience to help me in my future career."

Mr. Langley: "It sounds like you have future plans. Let's talk about what you are doing now. What is your school attendance and grades like?"

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Raven: "I get to school when I can, I have a lot of sinus infections and just don't feel like going to school. I have been on the honor roll 1 out of 3 quarters. I really don't do much extra at school."

Mr. Langley: "Do you think this job will create problems for you getting your academic work done?"

Raven: "I know that I will have to reorganize my schedule and have good time management and organizational skills to get everything done, but I believe I will be able to do it."

Mr. Langley: "Do you have any experience or knowledge to share with me concerning the fast food business?"

Raven: "I haven't ever had a job in fast food, my only experience is in eating at fast food restaurants. I have talked with Marcus about his work experience here and feel that I know what the job would be like and could do it."

Mr. Langley: "When would you be able to work?"

Raven: "I have discussed it with my parents and I can work after school 3 days a week and on Saturdays."

Mr. Langley: "Who is Mr. & Mrs. Conner on your reference list?"

Raven: "I have babysat their little boy on several occasions."

Mr. Langley: "I will probably contact them, will that be a problem?

Raven: "I don't think so. It's just that I haven't sat for them since their son broke his arm when I babysat for them last time. He was jumping out of a tree while I was on the phone talking to a friend."

Mr. Langley: "Oh, I see. Do you have any questions for me?"

Raven: "I was wondering how much money I would be making?"

Mr. Langley: "It will be minimum wage. Do you have any other questions?"

Raven: "No, I don't think so."

Mr. Langley: "Thank you for coming in."

Raven: "You're welcome."

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Activity Sheet: Interview Scenario for Marvin Smith Seeking Employment with Happy Hamburger House

*Read each interview and highlight in yellow the **incorrect** parts of each interview and highlight in green the **correct** parts of each interview. Write a summary of the strengths and weaknesses of each interview and compare how Raven and Marvin performed in their interviews.*

Marvin wanted a job at Happy Hamburger House. He had decided he needed to work in order to earn some spending money. He was looking at Happy Hamburger House because several of his friends worked there.

Marvin had never interviewed for a job before and asked some of his friends who worked at Happy Hamburger House what to expect during the interview. He got a lot of different answers. Most of his friends said the pay was good and that they did as little as they could when Mr. Langley the manager wasn't there to supervise. Marvin liked the sound of that because he was looking to make some money without having to do much or give up his weekend time. He wasn't going to have a lot of time to study outside of school if he worked every night and he didn't really want to have to work hard for the money.

Marvin had an interview appointment after school at 3:30 so he wore what he wore to school that day to the interview. Marvin was dressed in jeans with holes in the knees, a faded t-shirt and his favorite pair of sneakers.

Marvin arrived 5 minutes early for the interview and waited for Mr. Langley, the manager, to come get him for the interview. When Mr. Langley came to get him Marvin stood up and greeted him with a smile and a handshake. Mr. Langley invited him to his office. Marvin slouched down in the chair offered to him at first, but soon sat straight up.

Mr. Langley: "Marvin, why do you want to work here at Happy Hamburger House?"

Marvin: "Well Mr. Langley I am looking to make a little money to spend."

Mr. Langley: "Let's talk about what you are doing now. What are your school attendance and grades like?"

Marvin: "I have missed five days of school this year and I have been on the honor roll two out of three quarters. I've got Chemistry and it's been kind of difficult this semester. I really enjoy school because I am involved in three organizations and hold an office in one of them."

Mr. Langley: "Do you think this job will create problems for you getting your academic work done or hinder you from being involved in your organizations?"

Marvin: "I know that I will have to reorganize my schedule and have good time management and organizational skills to get everything done, but I believe I will be able to do it."

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Mr. Langley: "Do you have any experience or knowledge to share with me concerning the fast food business?"

Marvin: "I haven't ever had a job in fast food, my only experience is in eating at fast food restaurants. I have talked with several of my friends and they say it's an okay place to work."

Mr. Langley: "Who are your friends that you talked to?"

Marvin: "I'd rather not say."

Mr. Langley: "Okay. When would you be able to work?"

Marvin: "I can work after school 5 days a week, but I prefer not to work weekends at all."

Mr. Langley: "Do you have any references?"

Marvin: "References? No, I don't have any except my friends that work here."

Mr. Langley: "Okay. Do you have any questions for me?"

Marvin: "When will I know if I've been hired?"

Mr. Langley: "I am hoping to hire someone in the next three days. I will call you one way or the other. Thank you for coming in."

Marvin: "Thank you for your time and consideration."

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Unit # 2 Title: Using Job-Seeking Skills

Lesson Title: Who Will Get the Job?(Part 2) **Lesson:** 2 of 2

Grade Level: 7

Length of Lesson: 50 minutes

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

Grade Level Expectations (GLEs):
CD.9.A.07: Utilize information about personal, ethical, and work habit skills to enhance individual student success.
CD.9.B.07: Identify and demonstrate basic job seeking skills of interviewing and completing applications.

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

Materials and Resources (include handouts or supporting documents)

Completed job applications (two) from the local business community (see Lesson 1),
Interview Checklist Activity Sheet
Paper and pencil
Individual to conduct interviews
Designate locations for students to wait

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 6. Apply communication techniques to the job search and to the workplace.
	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	Reading and writing
	Mathematics	
X	Social Studies	Use of tools of social inquiry, relationships of the individual and groups

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X	Science	Process of scientific inquiry
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Decision-making	X	Positve Work Ethic

Lesson Measurable Learning Objectives:

The students will identify skills involved in the process of interviewing for a job by completing an interview checklist.
The student will write a reflective essay, which addresses past and present views regarding the interview process and his/her personal interview skills.
The student will identify at least one goal for improvement or implementation of a specific interview 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 demonstrate their ability to identify interview skills that lead to success in the job-seeking process by participating in/observing an interview with an employer. During observation, students will use a checklist to assess their ability to identify the use of effective interview skills. Students will write a reflective essay, which addresses past and present views regarding the interview process and his/her personal interview skills The essay will also include the student's plans to improve and/or implement specific interview skills.

Lesson Preparation

Essential Questions:
How do people get hired for jobs?
Engagement (Hook):
Instructor walks in to classroom and says: "Let's pretend I am interviewing each of you. How would you sit in your chair?"

Procedures

Instructor's Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
(Note: Be cautious about setting students apart, making a distinction between those who have been selected and those who have not.)	
1. After asking the hook questions," and hearing student responses, ask "Is being appropriately dressed enough to get you a job or is there more to it?"	1. Students will respond to the questions. (Students will know beforehand who will be interviewed and are to come prepared to

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	have someone interview them if told they have been chosen.)
2. Outline the interviewing procedure for students: A total of three interviews will be conducted. The interviews will last not more than five minutes each. As interviews are being conducted, other students will act as observers/decision makers and complete the *Interview Checklist* activity sheet.	2. Students will ask clarifying questions.
Specific Procedures: 3. Distribute the necessary amount of *Interview Checklist* activity sheets to the student being interviewed, the interviewer, and observers.	3. Students will review the *Interview Checklist* activity sheet and ask clarifying questions.
4. Interviews: Determine the rotation of students being interviewed. Determine an appropriate location for the students being interviewed to wait until all interviews are completed.	4. Students interviewing for a job will wait in a designated area outside the classroom until all interviews are completed. Students not interviewing will complete a separate checklist for each interview observed.
5. First Interview: The first student to be interviewed enters the classroom and participates in the interview. The students not being interviewed will be observers and will be expected to complete the *Interview Checklist* activity sheet. The interview lasts no longer than five minutes. At the end of the interview, student being interviewed exits room and waits in the designate area until all interviews are complete.	5. Students interviewing for a job should wait in a designated area outside the classroom until all interviews are completed. Students not interviewing will complete a separate checklist for each interview observed.
6. Second and third interviews: Repeat same interview procedures as First Interview.	6. Students interviewing for a job will wait in a designated area outside the classroom until all interviews are completed. Students not interviewing will complete a separate checklist for each interview observed.

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7. When the three interviews have been completed, the interviewer will meet with the students who were interviewed to provide feedback regarding the interview process. At this time, the instructor will facilitate a discussion with the classroom observers regarding the interviews observed and the results of the *Interview Checklist* activity sheets.	7. Students who were interviewed will meet with the employer who interviewed them. Students who were observers will participate in a discussion led by the classroom instructor.
8. The group will be brought back together and the instructor will provide the interviewers with feedback provided by the observers.	8. In the larger group, general feedback will be provided
9. Closure: Instruct students to write a summary of what they learned from the activity and how this may help them in the future as they interview for a job.	9. Students will write summary of activities

Teacher Follow-Up Activities

The instructor will ask the teacher to encourage good interpersonal and academic skills within the classroom and reinforce how those skills will be important in applying for and obtaining a job.

Counselor reflection notes

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Activity Sheet: Interview Checklist

Applicant: _____Reviewed by: _____

Circle each action demonstrated and indicate who initiated the action: **I** for **Interviewer** and **A** for **Applicant**

First Impressions:

_____ Handshake (firm) _____Smile _____Eye contact

_____ Dressed appropriately (clean, neat and well-groomed)

_____ Attentive posture (Stood and sat up straight)

Attitude:

Applicant's attitude was: _____Positive _____Indifferent _____Poor

Applicant's energy level was: _____Enthusiastic _____Good _____Poor

Stress Level of Applicant:

_____Hands relaxed (not clenched) _____Appeared relaxed and calm

_____Did not play with hair, clothing, bite nails or fidget

Substance of Interview:

_____ Applicant nodded head or gave other nonverbal cues to show engagement in the interview.

_____ Applicant answered questions as though involved in a normal conversation.

_____ Applicant asked questions that were pertinent to situation.

Ending the Interview: Applicant honored end of interview by

_____Making eye contact with interviewer

_____ Firmly shaking the interviewer's hand _____Thanking the interviewer.

Overall impressions of interview:
Write a sentence or two describing your impressions of the interview from the perspective of the **interviewer,** the **interviewee,** yourself as an **observer.**

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COURSE INTRODUCTION:

Career Development

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

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

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

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

UNIT DESCRIPTION: Using Job-Seeking Skills Students will develop a resume, complete sample job applications and evaluate their job interview skills. This will help prepare students to develop a Personal Plan of Study at the completion of the eighth grade that takes into account portfolio information and self-evaluation tools. Students will develop an educational and career plan, establish specific goals and develop action steps for achieving the goals.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 50 minutes each

ESSENTIAL QUESTIONS:

1. What is a good worker?
2. How do people get hired for jobs?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will complete two job applications.		CD.9.A.07: Utilize information about personal, ethical and work habit skills to enhance individual student success. CD.9.B.07: Identify and demonstrate basic job seeking skills of interviewing and completing applications.		W.7.1 W.7.4 SL.7.1 SL.7.2 SL.7.3 SL.7.4 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6 WHST.6-8.1 WHST.6-8.4	CD C Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level – 4 DOK Level – 2

2. The student will identify skills involved in the process of interviewing for a job by completing an interview checklist.		CD.9.A.07 CD.9.B.07		W.7.1 W.7.4 SL.7.1 SL.7.2 SL.7.3 SL.7.4 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6 WHST.6-8.1 WHST.6-8.4	CD C	DOK Level – 4 DOK Level – 2
3. The student will write a reflective essay, which addresses past and present views regarding the interview process and his/her personal interview skills.		CD.9.A.07 CD.9.B.07		W.7.1 W.7.4 SL.7.1 SL.7.2 SL.7.3 SL.7.4 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6 WHST.6-8.1 WHST.6-8.4	CD C	DOK Level – 4 DOK Level – 2
4. The student will identify one goal for improvement or implementation of a specific interview skill.		CD.9.A.07 CD.9.B.07		W.7.1 W.7.4 SL.7.1 SL.7.2 SL.7.3 SL.7.4 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6 WHST.6-8.1 WHST.6-8.4	CD C	DOK Level – 4 DOK Level – 2

ASSESSMENT DESCRIPTIONS*:

Students will complete job applications and identify interview skills through reflective writing.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__x__ Direct _____ Indirect __x__ Experiential __x__ Independent study __x__ Interactive Instruction
1 2 3 4	See Lessons: Lesson 1: Who Will Get the Job? (Part 1) Lesson 2: Who Will Get the Job? (Part 2)
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	See Lessons: Lesson 1: Who Will Get the Job? (Part 1) Lesson 2: Who Will Get the Job? (Part 2)

	Direct:	Indirect:	Experiential:	Independent Study	Interactive Instruction
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 1)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations __x___ Role-playing (Ls. 1, 2) _____ Model Building _____ Surveys	__x___ Essays (Ls. 2) _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts __x___ Homework (Ls. 1) _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates __x___ Role Playing (Ls. 1, 2) _____ Panels _____ Brainstorming _____ Peer Partner Learning __x___ Discussion (Ls. 1, 2) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups __x___ Interviewing (Ls. 1, 2) _____ 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: Color Your World **Grade Level:** 8

Number of Lessons in Unit: 2 **Time required for each lesson:** Varies

Best time of year to implement this unit: Depends on particular lesson

Lesson Titles:

Lesson # 1: Color Your Destiny

Materials/Special Preparations Required:

Children's book about feelings and self-concept (lesson provides some examples)
Poster board or butcher paper
Markers or crayons
Quote by Frank Outlaw (can be given to students or displayed as a poster)
SMART Board or other visual display
Toothpaste

Lesson # 2: Color Your Community

Materials/Special Preparations Required:

Person who has participated in a community service project or video of community service project
Research prospective community service projects

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.08: Identify thoughts and feelings and how they relate to self-concept. (DOK Level - 2)

PS.1.B.08: Recognize the different roles and responsibilities people play in the family, school, or community, and how those roles and responsibilities are interrelated. (DOK Level - 4)

PS.1.C.08: Recognize personal ways for the individual to contribute as a member of the school community. (DOK Level - 1)

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

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

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

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

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas. 8. Organize data, information and ideas into useful forms (including charts, graphs,

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	outlines) for analysis. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspective of others.
X	Goal 3: recognize and solve problems 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 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 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States. 3. Analyze the duties and responsibilities of individuals in societies. 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	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	
X	Fine Arts	4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines.

Unit Essential Questions:

What is a positive self-concept?

Unit Measurable Learning Objectives:

The student will contribute to a group project to create a mural, illustrating what a feeling looks like and present the finished project to the class.

The student will participate in a service learning project and discuss the process, including successes and challenges.

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Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
__X__ Indirect (Writing to Inform)
__X__ Experiential (Field Observations)
_____ Independent Study
__X__ Interactive Instruction (Brainstorming; Laboratory Groups; 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.

The student will contribute to a group project to create a mural, illustrating what a feeling looks like and present the finished project to the class.

The student will contribute to a service learning project.

Brief Summary of Unit:

The old adage "sticks and stones may break my bones, but words will never hurt me" can be so untrue. Many students are wounded daily by words and eventually those words can become part of their self-concept. This lesson explores the way in which words can shape self-perception.

A group of students and the counselor will research a community project to which the students can contribute. Following the lesson, the students will process how the various groups contributed to the success of the project.

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

The counselor may need to review group discussion skills, such as respecting the rights of individuals to express ideas, disagreeing in an agreeable manner, etc. Students will have had some experience with cooperative group activities.

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Unit 1 Title: Color Your World

Lesson Title: Color Your Destiny **Lesson** 1 **of** 2

Grade Level: 8

Length of Lesson: 45 minutes, or can be divided into 2 lessons

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.A.08: Identify thoughts and feelings and how they relate to self-concept.

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 themselves and others.

Materials (include activity sheets and/ or supporting resources)

Any children's book dealing with feelings/self-concept and how they affect a person's perceptions of themselves or their world. Examples: Hailstones and Halibut Bones, I Feel Silly, My Many Colored Days, The Eagles Who Thought They Were Chickens
Poster board or butcher paper
Markers or crayons
Quote by Frank Outlaw (can be given to students or displayed as a poster)
SMART Board, or other visual display for assessment activity
Toothpaste

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 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.
X	Goal 3: recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems.
	Goal 4: make decisions and act as responsible members of society

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines.

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will illustrate what a feeling looks like.

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 contribute to a group project to create a mural, illustrating what a feeling looks like and present the finished project to the class.

Lesson Preparation

Essential Questions: Why is having a positive self-concept important to a person's development?

Engagement (Hook): On a blank transparency, draw stripes. Ask a student to come to the overhead and spread toothpaste along the stripes. Then ask the student to return the toothpaste to the tube. The student will find the task impossible. Ask the class to respond to the following statement and questions.

"As you see, once you spread the toothpaste, it is impossible to put it back. Likewise, once you spread gossip or speak poorly of a person, it cannot be taken back. This is especially true with posting rumors or negative comments about others on the internet (i.e. cyber-bullying, sexting, etc…). Even if you say you are sorry, can you truly mend the damage that has been done?"

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Procedures

Instructor Procedures/Instructional Strategies::	**Student Involvement/Instructional Activities:**
1. "What do you think you need to do to respect other people's integrity? "I am going to read the following book about different ways to view things (give title), and I want you to listen for the words that relate to feelings and how someone looks at themselves. Also, think about others in the story. How are they viewing the same situation?" The counselor will read the story of choice.	1. Student will listen and take notes if needed.
2. Discuss details from the story. The counselor can help students see the relationship between feelings, objects, and color as in the case of the story Hailstones and Halibut Bones. Other types of relationships between perceptions and feelings can be drawn from the other stories. The counselor will rely on students' inferences to fill in the areas.	2. Students will provide information from their understanding of the story.
3. Divide students into task groups, taking care to allow for a variety of student needs and strengths. The counselor will provide the following instructions: "Use the paper and markers to give us a picture of what a feeling word looks like. Try to be as creative as possible to make the word come alive. Pretend that you don't know how to read. How would you get the feeling across?" Allow 10 to 15 minutes.	3. Students will work cooperatively to design a product to which each will contribute.
4. Assemble all groups' pictures into a mural. Ask classmates if they think the picture reflects the message that the group intended.	4. Groups will present their pictures and explain their intended message. Students will answer any questions from the class.
5. Introduce the quote by Frank Outlaw (see handout). Have the students get back in their groups to discuss the quote and what they think the author is saying or facilitate discussion of the quote with the entire classroom and the author's intent behind the quote.	5. Students will work either in discussion groups or as part of a classroom discussion.

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Teacher Follow-Up Activities

The counselor can work with the teacher to display the poster and/or reinforce the concepts of the quote. The teacher can also work with students whose words reflect less than a positive self-concept.

Counselor reflection notes (completed after the lesson)

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WATCH YOUR THOUGHTS; THEY BECOME YOUR WORDS.
WATCH YOUR WORDS; THEY BECOME YOUR ACTIONS.
WATCH YOUR ACTIONS; THEY BECOME YOUR HABITS.
WATCH YOUR HABITS; THEY BECOME YOUR CHARACTER.
WATCH YOUR CHARACTER, FOR IT WILL BECOME YOUR DESTINY.

--FRANK OUTLAW

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Unit 1 Title: Color Your World

Lesson Title: Color Your Community **Lesson** 2 of 2

Grade Level: 8 **Length of Lesson:** Varies with size of project and community

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.B.08: Recognize the different roles and responsibilities people play in the family, school, or community, and how those roles and responsibilities are interrelated.

PS.1C.08: Recognize personal ways for the individual to contribute as a member of the school and 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.
B: Students will make decisions, set goals, and take necessary action to achieve goals.

Materials (include activity sheets and/ or supporting resources)

Person who has participated in a community service project or video of community service project
Materials will depend on the service project selected.

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. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. 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	Goal 4: make decisions and act as responsible members of society 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the U. S. 3. Analyze the duties and responsibilities of individuals in societies 6. Identify tasks that require a coordinated effort and work with others to complete

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	those tasks.

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.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will participate in a service learning project and discuss the process, including successes and challenges.

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 contribute to a service learning project.

Lesson Preparation

Essential Questions: How do people manage all the responsibilities of their roles? How can a person's contributions to their community effect change (both positive and negative)?

Engagement (Hook): Have a person or student who participated in a past community service project present on the experience to the class (use pictures and/or video of the event if available). Instructor may also show a video of a community service project.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Recruit students from the eighth grade to discuss possible service projects in which the class might want to become involved. Make sure that you have a wide range of student groups involved in the decision-making process. Guide the students toward a project in which every student can participate, regardless of ability or economic background. (Examples might include a penny drive, canned food drive, school and/or community beautification, etc.) Students may want to contact community leaders for possible ideas for projects. Depending on the size of your school, the eighth graders can coordinate the project through their homerooms and include just eighth grade, or the project can be building- or district-wide (see the DESE Service Learning Web page http://dese.mo.gov/eel/exl/servicelearning/).	1. Students will brainstorm possible service projects and collaborate to decide on one valuable, workable project.
2. Arrange with classroom teachers to have the students from the small group visit classrooms to enlist the help of their fellow students to participate in the community service project. Assist students in preparing appropriate dialogue to promote and pump-up their service project.	2. Students will prepare dialogue to promote their service project. They will visit classrooms to enlist the help of their fellow students to participate in the community service project.
3. Once the students have completed the service project, meet with them to discuss the issues related to completing the project. If you do not have members of your focus group in the classroom, you might want to have a few of them in to help lead the discussion. • In order to begin the project, what did we need to know? • What were some of the obstacles or challenges we faced? • How was our school and/or community involved in this project?	3. Students will discuss the points related to the service project while recognizing the views of others. Students will discuss the highlights of the projects and brainstorm how the project might be improved if someone else was considering a similar project.

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• How did your family contribute or help with the project? • What discussions did you have with your family and friends about the project? • Did you discuss or solicit help from someone in the community? What was the response? How did you respond to them? • How did your relationships within the community influence the success of the project? Were you able to make new relationships or improve existing relationships as a result of this project? • What suggestions would you give to someone who was considering doing a similar project? • How did your perceptions of yourself, your school and/or community change as a result of this project? (If the project does not go as well as planned, students still need to process and consider ways in which they could have improved the situation. The counselor might want the focus group then to write a suggestion letter to the next year's eighth grade.)	

Teacher Follow-Up Activities

The teacher may want to participate in the classroom activity or project.

Counselor reflection notes (completed after the lesson)

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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

UNIT DESCRIPTION: Color Your World The old adage "sticks and stones may break my bones, but words will never hurt me" can be so untrue. Many students are wounded daily by words and eventually those words can become part of their self-concept. This lesson explores the way in which words can shape self-perception. A group of students and the counselor will research a community project to which the students can contribute in some way. Following the lesson, the students will process how the various groups contributed to the success of the project.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** Varies

ESSENTIAL QUESTIONS:
1. What is a positive self-concept?

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 to a group project to create a mural, illustrating what a feeling looks like and present the finished project to the class.		PS.1.A.08 Identify thoughts and feelings and how they relate to self-concept. PS.1.B.08 Recognize the different roles and responsibilities people play in the family, school, and community and how those roles and responsibilities are interrelated.		RL.8.1 RL.8.3 SL.8.1 SL.8.4 L.8.1 L.8.3 L.8.4 L.8.5 L.8.6	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others. P/SD B. Students will make decisions, set goals and take necessary action to	Level 2 Level 4 Level 1

		PS. 1.C.08 Recognize personal ways for the individual to contribute as a member of the school community.			achieve goals.	
2. The student will participate in a service learning project and discuss the process, including successes and challenges.		PS.1.A.08 PS.1.B.08 PS.1.C.08		SL.8.1 SL.8.4 L.8.1 L.8.3 L.8.4 L.8.5 L.8.6	P/SD A P/SD B	Level 2 Level 4 Level 1

ASSESSMENT DESCRIPTIONS:
The student will contribute to a group project to create a mural, illustrating what a feeling looks like and present the finished project to the class.
The student will contribute to a service learning project.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X___ Direct __X___ Indirect __X___ Experiential _____ Independent study __X___ Interactive Instruction
1 2	See Lessons: Lesson 1 Color Your Destiny Lesson 2 Color Your Community
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson 1 Color Your Destiny Lesson 2 Color Your Community

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __X____ Guided & Shared - reading, listening, viewing, thinking Ls. 1, 2	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion __X____ Writing to Inform Ls. 2 _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging ___X___ Field Observations Ls. 2 _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels __X____ Brainstorming Ls. 1, 2 _____ Peer Partner Learning _____ Discussion __X____ Laboratory Groups Ls. 1 _____ Think, Pair, Share __X____ Cooperative Learning Ls. 1 _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ 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: Relationships: What Do Skills Have To Do With It? **Grade Level:** 6,7 & 8
Number of Lessons in Unit: 5

Time Required for each lesson: 45-50 minutes (NOTE: the 7th grade lesson is spread over 2 days.)

Lesson Titles:
6th Grade Lesson 1: Ingredients of a Relationship Recipe
Materials/Special Preparations Required
Ingredients for a basic recipe i.e. peanut butter & jelly sandwich, drop cookies etc.
Guidelines: Ingredients for Relationship Recipe
Plain piece of white 8 ½ X 5 1/2 paper or similar size index card for each student
Markers, crayons, color pencils, scissors, glue, construction paper, etc.
Students will need paper and a writing instrument

7th Grade Lesson 2 Respect for Self and Others—Giving and Getting the Big R
Materials/Special Preparations required:
Copy of *Recipe for Relationships*
3x5 cards with a social setting written on each. Ideas for social settings include: Classroom, playground, with parents at a basketball game, at home, at a friend's home, at a school function, shopping in the mall

8th Grade Lesson 3: Relationships…Quality Control
Materials/Special Preparations Required
Activity Sheet – *I Am…..*
Mirrors
Paper and markers

8th Grade Lesson 4: I Know What You Did This Summer
Materials/Special Preparations Required
Activity Sheet – *I Heard What you Did This Summer….*
Set of footprints made from cardboard or construction paper

8th Grade Lesson 5: Relationships…Going Up While Growing Up
Materials/Special Preparations Required
Activity Sheet – *Going Up While Growing Up*
Balloon for each student
Permanent markers

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.06: Identify interpersonal skills needed to maintain quality relationships. (DOK Level 1)
PS.2.A.07: Practice effective interpersonal skills in a variety of social situations. (DOK Level 3)
PS.2.A.08: Self-assess interpersonal skills that will help maintain quality relationships. (DOK

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Level 3) **American School Counselor Association (ASCA) National Standard:** Personal and Social Development A: Students will acquire the attitudes, knowledge and interpersonal skill to help them understand and respect self and others.

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others 5. Perform or produce works in the fine and practical arts
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 experience in preventing or solving problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 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 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 3. Analyze the duties and responsibilities of individuals in societies 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	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

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		number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

What is a quality relationship and how is it maintained?

Unit Measurable Learning Objectives:

The student will identify five interpersonal skills needed to maintain a quality relationship.
The student will demonstrate how to change one inappropriate interpersonal skill into an appropriate one through role-play.
The student will complete the *I am* activity, select a skill they would like to improve, and outline a self improvement plan.
The student will demonstrate at least three effective interpersonal skills which could resolve a conflict.

The student will identify two interpersonal qualities to improve and two strategies to achieve this.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Compare & Contrast; Demonstrations; Guided & Shared - Reading, Listening, Viewing, Thinking)
_X_ Indirect (Concept Formation; Concept Mapping)
_X_ Experiential (Simulations; Role-playing; Model Building)
_X_ Independent Study (Learning Activity Packages)
_X_ Interactive Instruction (Role-playing; Discussion; Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will identify interpersonal qualities and skills that maintain quality relationships.

Brief Summary of Unit: Students will learn how to maintain quality relationships using interpersonal skills in a variety of social situations.
An emphasis on identifying the interpersonal skills needed to maintain quality relationships will be conducted in 6th grade.

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The 7th grade lesson will be a reflection and projection opportunity. Students will reflect on the past and present: what they know, what they still need to know and project future action and outcomes and how they will acquire the skills they have identified.

In the 8th grade, the students will be completing activities to help them describe the qualities and interpersonal skills they look for in a relationship and evaluate their own interpersonal skills as they relate to quality relationships.

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 need prior knowledge of how to be a friend and to be able to describe interpersonal skills.

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Unit 1 Title: Relationships: What Do Skills Have to Do with It?

Lesson Title: Relationships…Quality Control **Lesson** 3 of 5

Grade Level: 8

Length of Lesson: 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.08: Self-assess interpersonal skills that will help maintain quality relationships.

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

Materials (include activity sheets and/ or supporting resources)

Activity Sheet – *I Am…..*
Mirrors
Paper and markers

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

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

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	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
	Social Studies	

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	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will complete the *I am* activity, select a skill they would like to improve, and outline a self-improvement plan.

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 complete a checklist and have a discussion about interpersonal skills in quality relationships.

Lesson Preparation

Essential Questions: What does a quality relationship look like and how is it maintained?

Engagement (Hook): Pass out a mirror to each student and ask them to take a minute to look at themselves. Ask them to reflect on what is on the inside and not the outside. Ask them which is more important when it comes to making and keeping friends.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Ask the students what interpersonal means then discuss their responses until there is a suitable definition.	1. Students propose definitions of interpersonal until a suitable definition is proposed.
2. Discuss and define what constitutes a relationship (family, friends, romantic).	2. Through input, students will explore and define relationships.
3. Explain the *I Am* activity sheet to the students. Review the use of a Likert Scale. Stress that honesty is essential in this evaluation and that is for self-awareness and improvement.	3. Students will use the Likert Scale to honestly evaluate themselves on skills needed to maintain quality relationships.
4. Explain to the students how to score the checklist. After scoring time, explain the scores and ask the students to comment on their personal score.	4. Students self-score the checklist and comment on their score.

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5. Review the skills listed in the checklist and evoke comments from students regarding the importance of the skill in relationships.	5. Participate in discussion regarding the importance of the skill listed on the checklist.
6. Collect the checklist scale to add to student portfolio.	6. Students turn in checklist.
7. Create key-word posters with the following words: Thoughtful, Good Communicator, Positive Body Language, Forgiving, Patient, Honest, "I" Messages, Respectful, and Apologize. Leave them with the teacher to post around the room as reminders throughout the year.	7. Students design key-word posters.

Teacher Follow-Up Activities

Teacher will post the key-word posters around the room and refer to them when necessary as a reminder of the lesson with the students.

Counselor reflection notes (completed after the lesson)

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I Am...

Rate yourself using the following scale:
5 = always 4 = usually 3 = most of the time 2 = sometimes 1 = never
On lines 1 and 2, write a real-life example of how you have demonstrated this skill.

_____A thoughtful person
1. _____
2. _____

_____A person who avoids conflict
1. _____
2. _____

_____A good communicator
1. _____
2. _____

_____Aware of my body language
1. _____
2. _____

_____Forgiving of others / Don't hold a grudge
1. _____
2. _____

_____Patient with others
1. _____
2. _____

_____Honest / Trustworthy
1. _____
2. _____

_____Someone who uses "I" messages
1. _____
2. _____

_____Someone who stays out of other people's business
1. _____
2. _____

_____Able to think of others before myself
1. _____
2. _____

_____Respectful of personal differences
1. _____
2. _____

_____Proud of the decisions I make
1. _____
2. _____

_____Able to say I am sorry when I am wrong
1. _____
2. _____

_____Able to keep my cool when I get upset
1. _____
2. _____

Total score _____

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What your score means:

70 – 56 You have excellent interpersonal skills. You probably have many valuable relationships. You are well-liked by your peers and your family. You are a very mature young person.

55 – 40 You are well on your way to learning excellent interpersonal skills. The fact that you recognize your weaker areas is a great stepping stone to realizing your potential. You probably have a lot of friends, but there are probably people out there who would like to be your friend—reach out to them using some new skills.

39 – 26 You appear to be lacking some skills that you should have acquired by this age. You need to take an honest look at yourself and where you need to make some changes in order to fit into society. If you are struggling in a particular area, please ask your friends, a counselor or another trusted adult for help.

25 -14 If your score falls here, don't panic! To improve your interpersonal skills, first look at the areas that you scored yourself low. Next, think for a minute about the friends that you have now. Do your actions sometimes upset others? Are you the best friend you can be? Would you be your own friend? Be honest with yourself. That is the only way to improve.

Are you surprised by your score? _____

Why or why not?

_____

_____

Which interpersonal skills did you discover that you want to/will strengthen?

_____

_____

_____

Outline your self- improvement plan:

_____

_____

_____

_____

_____

_____

_____

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Unit 1 Title: Relationships: What Do Skills Have to Do with It?

Lesson Title: I Know What You Did This Summer **Lesson** 4 of 5

Grade Level: 8

Length of Lesson: 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.08: Self-assess interpersonal skills that will help maintain quality relationships.

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

Materials (include activity sheets and/ or supporting resources)

Activity Sheet – *I Heard What You Did This Summer*
Sets of footprints made from cardboard or construction paper

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 7. Evaluate the accuracy of information and the reliability of its sources 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on one's own experience in preventing or solving 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 3. Analyze the duties and responsibilities of individuals in societies

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

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

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		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
X	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will demonstrate at least three effective resolve interpersonal skills which could resolve a conflict.

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.
Student will complete a conflict resolution activity sheet and role-play how to use interpersonal skills to resolve a conflict.

Lesson Preparation

Essential Questions: What does a quality relationship look like and how is it maintained?

Engagement (Hook): Ask for two volunteers who will act out an example of a conflict created by the counselor. Volunteer stands on a set of footprint cut-outs. Students act out conflict scenarios. Students switch places and discuss how it feels from the other person's point of view.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Distribute activity sheet and read it aloud with the students. Ask the students if anything similar has ever happened to them. Ask how many have been the Stan, the Jack and the Julie.	1. Students will listen to the story and interact with the instructor as he/she asks questions related to the story.
2. Take one character section at a time and ask the students to place themselves in each character's position as they respond to the questions. Students should be reminded to answer honestly.	2. Students will write an honest response appropriate to each character's situation.
3. Ask students to turn to a neighbor and share	3. Students will turn to a neighbor and discuss

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their answers. Write on the board: Would one person's answer get a better response? What can you learn from the other person? What would you not do if this were you?	what they wrote down as responses. They will orally answer the questions that are asked by the instructor.
4. Have the students get into groups of three and brainstorm a list of interpersonal skills that will be useful in the situation. Then have them role-play the story using at least three of those identified skills. The goal is to get a resolution without aggressive language or behavior.	4. Students will brainstorm and then role-play the scenario practicing appropriate interpersonal skills to resolve the conflict. Students will assess their role-play and the outcomes with the instructor.

Teacher Follow-Up Activities

Teacher can positively reinforce the identified appropriate interpersonal skills in the weeks that follow.

Counselor reflection notes (completed after the lesson)

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I Heard What You Did This Summer……

Jack and Julie have been dating for six months. Jack heard from his best friend, Stan, that Julie was seen at the mall this past Saturday by Ken going into the movies with Michael. They were holding hands.

You are Stan.

1. Is it appropriate for you to share your information with Jack? _____

2. Why or why not?

_____

_____

3. How will your decision help your relationship with Jack?

_____

_____

4. What interpersonal skills will you be using?

_____

_____

You are Jack.

1. If Stan shares his information with you, what interpersonal skills will you need to use?

_____

_____

2. Which skills might you find difficult to use?

_____

_____

3. How do you handle the situation with Julie?

_____

_____

4. How much do you really know about the situation?

_____

_____

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You are Julie.

1. If Jack questions you, what interpersonal skills will you need to use?

_____

_____

2. If Jack does not believe your answer, how can you handle that?

_____

_____

Write a dialogue from Stan to Jack. The dialogue should focus on maintaining a relationship with Jack.

_____

_____

_____

_____

_____

_____

_____

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Unit 1 Title: Relationships: What Do Skills Have to Do with It?

Lesson Title: Relationships…Going Up While Growing Up **Lesson** 5 of 5

Grade Level: 8

Length of Lesson: 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.08: Self-assess interpersonal skills that will help maintain quality relationships.

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

Materials (include activity sheets and/ or supporting resources)

Activity Sheet-*Going Up While Growing Up*
Balloon for each student
Permanent markers

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 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups

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		to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify two interpersonal qualities to improve and two strategies to achieve this.

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 lesson assessment will be the checklist and the discussion about interpersonal skills.

Lesson Preparation

Essential Questions: What does a quality relationship look like and how is it maintained?

Engagement (Hook): As the students enter the classroom, hand them a balloon. Tell them to blow up their balloon and tie it off. Pass around permanent markers and ask the students to write their best friend-making skill on the balloon in the form of I, _____, am good at making friends because _____.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Ask the students to pass the balloons around and read the comments on each balloon.	1. Students will pass the balloons around and read what others think about themselves.
2. Have students return balloons to the original owner.	2. Students will return balloons.
3. Pass out activity sheet and read aloud with students. Ask students to complete the first instruction on *Going Up While Growing Up* Activity Sheet, listing skills they feel are important in relationships. Walk around and monitor appropriateness of traits.	3. Students will individually complete the balloon graphic with skills they feel are valuable in a relationship.
4. Ask students to think about three specific	4. Students will identify three friends and

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friends and identify qualities that those friends have that make them good friends to have.	those qualities that make each person important to them and valuable as a friend.
5. Complete the same information for three family members.	5. Students will identify three family members and those qualities that make each person important to them and valuable as a family member.
6. Ask the students to self-reflect on 8 skills that they have that they think are important for others to have also. Many of these skills should be repeating from the other lists.	6. Students will complete self-reflection area.
7. Ask students to identify which skills they feel are important for others to have but that they do not have on the list for themselves (skills to improve) and then identify what plans or actions they can take to improve skills.	7. Students will compare lists and identify skills that they find that they need to improve. They will identify how they can strengthen those skills.
8. Initiate discussion about finding differences in the lists. Sample questions/comments: How can we expect things from others in a relationship and not from ourselves? Why would someone want to be your friend if you did not have skills that were important to them? Is it easier to change yourself or to try and change someone else? It is important to note that when you change yourself for the better, you are "growing", but when you try to change someone else, you are "controlling". You benefit yourself by focusing on yourself, because you are the one that you will always have to live with.	8. Participate in discussion.

Teacher Follow-Up Activities

Teacher may wish to display the balloons on a bulletin board for a visual reminder of the traits that the students found to be important in being a good friend.

Counselor reflection notes (completed after the lesson)

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Going Up While Growing Up

These are interpersonal skills and qualities that I like to see in my friends and family. These help us to get along and work together. They make our relationship fun.

1. Place one skill or quality that you find important in each balloon.

After you have completed the balloon worksheet, continue with #2

2. List 3 friends and identify which "balloon" qualities they have.

_____	_____	_____
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.

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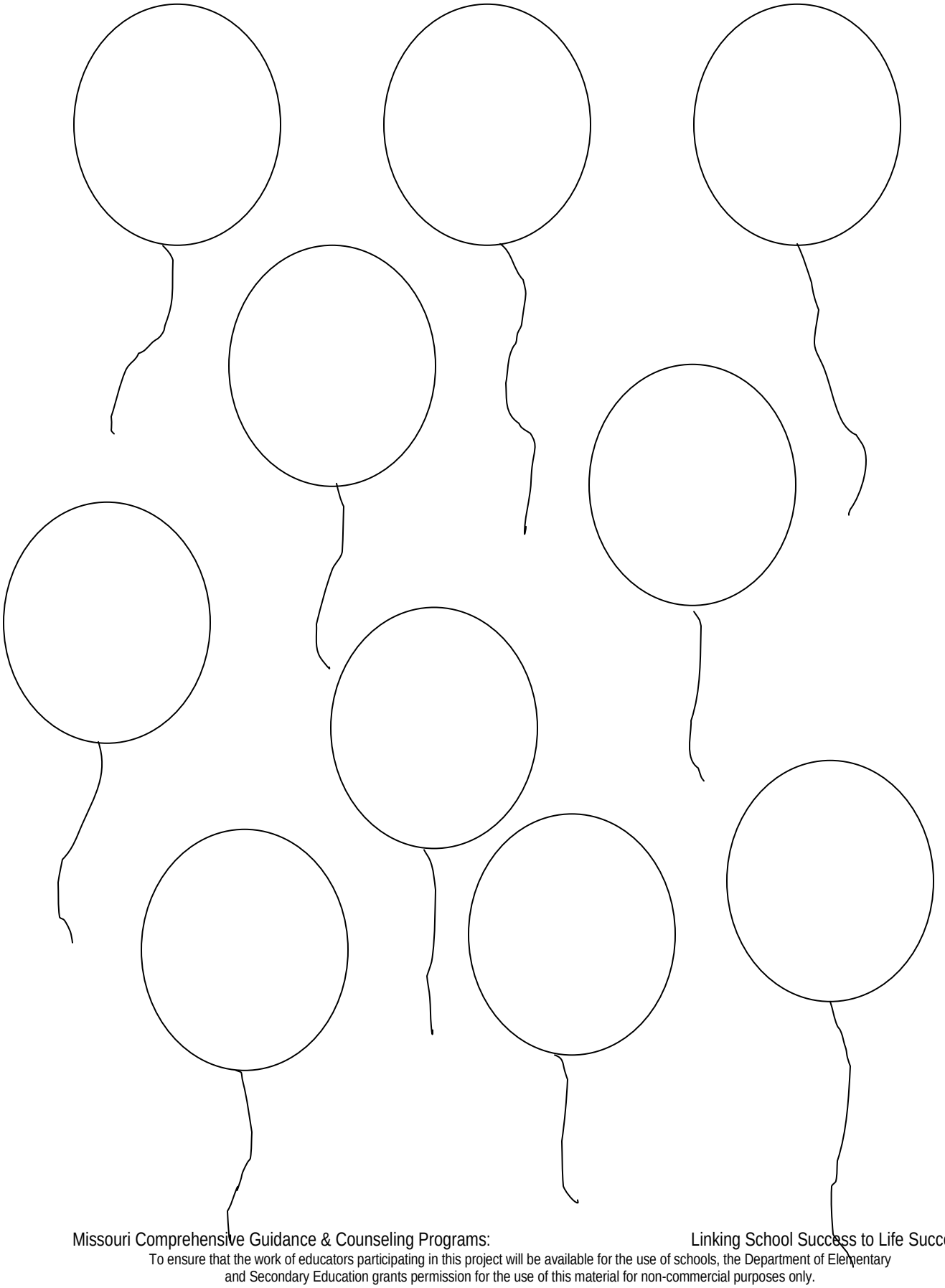

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List 3 family members and identify which “balloon” qualities they have.

_____	_____	_____
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.

Which “balloon” skills do I have that I think are important for my family and friends to also have?

1.	5.
2.	6.
3.	7.
4.	8.

Which ones do I need to improve?

_____

_____

How can I improve my skills?

_____

_____

Which skills do I think I should focus on first?

_____

_____

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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: Relationships: What Do Skills Have To Do With It? Students will learn how to maintain quality relationships using interpersonal skills in a variety of social situations. An emphasis on identifying the interpersonal skills needed to maintain quality relationships will be conducted in 6th grade. The 7th grade lesson will be a reflection and projection opportunity. Students will reflect on the past and present: what they know, what they still need to know and project future action and outcomes and how they will acquire the skills they have identified. In the 8th grade, the students will be completing activities to help them describe the qualities and interpersonal skills they look for in a relationship and evaluate their own interpersonal skills as they relate to quality relationships.	**SUGGESTED UNIT TIMELINE:** 5 Lessons **CLASS PERIOD (min.):** 45 – 50 minutes each

ESSENTIAL QUESTIONS:
1. What is a quality relationship and how is it maintained?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify five interpersonal skills needed to maintain a quality relationship.		PS.2.A.06: Identify interpersonal skills needed to maintain quality relationships. PS.2.A.07: Practice effective interpersonal skills in a variety of social situations. PS.2.A.08: Self-assess interpersonal skills that		SL.6.1 L.6.1 L.6.2 L.6.3	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 1 Level 3 Level 3

		will help maintain quality relationships.				
2. The student will demonstrate how to change one inappropriate interpersonal skill into an appropriate one through role-play.		PS.2.A.06 PS.2.A.07 PS.2.A.08		SL.7.1 SL.7.6 L.7.1 L.7.2 L.7.3 L.7.6	P/SD A	Level 1 Level 3 Level 3
3. The student will complete the *I am* activity, select a skill they would like to improve, and outline a self-improvement plan.		PS.2.A.06 PS.2.A.07 PS.2.A.08		W.8.2 SL.8.1 L.8.1 L.8.2 L.8.3	P/SD A	Level 1 Level 3 Level 3
4. The student will demonstrate at least three effective interpersonal skills which could resolve a conflict.		PS.2.A.06 PS.2.A.07 PS.2.A.08		W.8.2 W.8.3 SL.8.1 L.8.1 L.8. L.8.3	P/SD A	Level 1 Level 3 Level 3
5. The student will identify two interpersonal qualities to improve and two strategies to achieve this.		PS.2.A.06 PS.2.A.07 PS.2.A.08		W.8.2 SL.8.1 L.8.1 L.8.2 L.8.3	P/SD A	Level 1 Level 3 Level 3

ASSESSMENT DESCRIPTIONS:
Students will identify interpersonal qualities and skills that maintain quality relationships.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X___ Direct __X___ Indirect __X___ Experiential __X___ Independent study __X___ Interactive Instruction
1 2 3	See Lessons: 6th Grade Lesson 1 Ingredients of a Relationship Recipe 7th Grade Lesson 2 Respect for Self and Others—Giving and Getting the Big R

4 5	8th Grade Lesson 3 Relationships…Quality Control 8th Grade Lesson 4 I Know What You Did This Summer 8th Grade Lesson 5 Relationships…Going Up While Growing Up
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4 5	See Lessons: 6th Grade Lesson 1 Ingredients of a Relationship Recipe 7th Grade Lesson 2 Respect for Self and Others—Giving and Getting the Big R 8th Grade Lesson 3 Relationships…Quality Control 8th Grade Lesson 4 I Know What You Did This Summer 8th Grade Lesson 5 Relationships…Going Up While Growing Up

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice __X____ Compare & Contrast Ls. 5 _____ Didactic Questions __X____ Demonstrations Ls. 2 __X____ Guided & Shared - reading, listening, viewing, thinking Ls. 1, 4	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry ___X___ Reflective Discussion Ls 5 _____ Writing to Inform __X____ Concept Formation Ls. 2 __X____ Concept Mapping Ls. 4 _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments __X____ Simulations Ls. 1, 4 _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations __X____ Role-playing Ls. 2, 4 __X____ Model Building Ls. 5 _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports __X____ Learning Activity Packages Ls. 1, 3, 4, 5 _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates __X____ Role Playing Ls. 2, 4 _____ Panels _____ Brainstorming _____ Peer Partner Learning __X____ Discussion Ls. 1 _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw __X____ Problem Solving Ls. 4, 5 _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ 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 2 Title: R-E-S-P-E-C-T--Find Out What It Means To You (And Me) **Grade Level:** 6-8

Number of Lessons in Unit: 3

Time Required for each lesson: 40-90 minutes

Best time of year to implement this Unit: Beginning PS 2.B Unit 2 early in the school year will give everyone involved time to plan and implement a school-wide program.

Lesson Titles:

6th Grade Lesson 1: Respect: Looks Like, Sounds Like, Feels Like

Materials/Special Preparation:

Activity Sheet -*Planning to Use Respect*
Writing utensils
Activity Sheet- *R-E-S-P-E-C-T: Looks Like, Sounds Like, Feels Like*

7th Grade Lesson 2: R-E-S-P-E-C-T: A Basic Skill

Materials/Special Preparation:

Collaboration with Fine Arts, Communication Arts and Social Studies faculty to work with students in such things as design of materials, writing promotion materials, survey methods and analyzing data.
Resource Person(s) to talk with students about design elements to consider when developing an advocacy plan. (Survey parents as possible resources.)
Production Resources (e.g., paper, markers, and recording equipment – video and audio)
Five or six advertisements for products with high recognition value for seventh graders (e.g., multi-media advertising for a new movie, a new video game, or a clothing line). Before the lesson, block out the names of the products and label each product with a number. The product numbers will match a line in Column B of Activity Sheet 1.
Examples of multi-media advertising campaign(s); slogans, "theme songs", logos (to be gathered by students outside of school)
Resources: Print and world-wide-web information and resources regarding public relations, planning, and advocacy
Performance Scenario Activity Sheet
Performance Scenario Rubric
Activity Sheet 1
Activity Sheet 2

8th Grade Lesson 3: A Stranger Among Us

Materials/Special Preparation:

Activity Sheet – *A Stranger Among Us*

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.2 Interacting With Others in Ways that Respect Individual and Group Differences

Grade Level Expectations (GLEs):

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PS.2.B.06: Identify and develop strategies to promote acceptance and respect in the school and community. (DOK Level - 3)
PS.2.B.07: Promote acceptance and respect for individual differences. (DOK Level - 4)
PS.2.B.08: Apply strategies that promote acceptance and respect of others within the global community. (DOK Level - 4)

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

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

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources 8. Organize data, information, and ideas into useful forms for analysis or presentation 9. Identify, analyze, and compare the institutions, traditions and art 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 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	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or the processes used in recognizing and solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 3. Analyze the duties and responsibilities of individuals in societies 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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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 4. Writing formally and informally 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	3. Data analysis, probability, and statistics
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions 7. Use the tools of social science inquiry
	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. 4. Interrelationship of the visual and performing arts and the relationships of the arts to other disciplines

Unit Essential Questions:

What is respect?

Unit Measurable Learning Objectives:

The student will develop three strategies that will promote acceptance and respect in the school and community.
The student will apply knowledge about respect and develop a school wide plan to promote respect in their school.
The student will answer five questions about getting to know someone who is different than them.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Structured Overview; Guided & Shared – reading, listening, viewing, thinking)
_X_ Indirect (Concept Formation; Concept Mapping; Concept Attainment)
_X_ Experiential (Simulations)
_X_ Independent Study (Learning Activity Packages)
_X_ Interactive Instruction (Brainstorming, Discussion; Cooperative Learning; Problem Solving)

Unit Summative Assessment (acceptable evidence):

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

Students will demonstrate the process of advocating peacefully, knowledgably, and with an

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identifiable purpose and plan.

Brief Summary of Unit: Students will learn how to advocate peacefully, knowledgeably, and with an identifiable purpose and plan.

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

Communication Arts: Fundamentals of standard English, reading and writing formally and informally, participating in group discussions and presentations
Mathematics: data analysis
Social Studies: using the tools of social science inquiry (e.g. surveys and interviews)
Comprehensive Guidance: the elements of being a friend; the ability to describe "interpersonal skills," the ability to use basic self-assessment processes, understanding "respect" as a way of life and an element of friendship.

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Unit 2 Title: R-E-S-P-E-C-T…Find Out What It Means To Me

Lesson Title: A Stranger Among Us **Lesson** 3 of 3

Grade Level: 8

Length of Lesson: 45 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Advocate respect of individuals and groups.

Grade Level Expectation (GLE):
PS.2.B.08: Apply strategies that promote acceptance and respect of others within the global 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)

Activity Sheet– *A Stranger Among Us*

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 7. Evaluate the accuracy of information and the reliability of its sources 9. Identify, analyze, and compare the institutions, traditions and art 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 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 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 3. Analyze the duties and responsibilities of individuals in societies

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will answer five questions about getting to know someone who is different than them.

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 lesson assessment will be in the list of responses generated by the final question: "What might you be missing out on if you allow your fear and biases to take over and you don't take the time to get to know the person behind the differences?"

Lesson Preparation

Essential Questions: Why is respect for others important? Why is acceptance of differences not always an easy thing?

Engagement (Hook): Show a short clip or photo of R2D2. Emphasize that R2D2 shows great bravery in rescuing his friends from many perils.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Write each of these words on the board: Religion, Culture, and Ethnicity. Ask students to look up the words in the dictionary and select one student per each word to write the	1. Students will look up words individually and if asked, will write the definition to a select word on the board. Students will participate in discussion using active listening

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definition on the board. Lead a discussion on the similarities and differences between the words.	skills.
2. Discuss skills needed to show acceptance and respect of others.	2. Students participate in discussion.
3. Breaking the students into small groups, use the *A Stranger Among Us* worksheet to facilitate discussion. Randomly select students to report group findings.	3. Students will discuss their responses in small groups and be prepared to report on a random basis, at teacher discretion.
4. Separate groups and ask students to individually write a response to: "What might you miss out on if you allow your fear and biases to take over and you don't take the time to get to know the person behind the differences?"	4. Students will work individually and respond to the question on paper. When students are finished writing, they will tell the teacher their responses as asked.
5. Write student-responses on the board for review and further processing.	5. Students will look at the list of things they will miss out on by not accepting individual differences and come to a self-awareness.

Teacher Follow-Up Activities

Teacher can leave the list on the board and continue discussion if appropriate.

Counselor reflection notes (completed after the lesson)

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A Stranger Among Us

Envision sitting in your classroom and in walks a Star Wars character, such as R2D2. The teacher assigns the character to sit next to you.

1. What is your initial reaction?

2. What might that character be feeling?

3. How can you show the character that you respect him/her?

4. Which interpersonal skills will become important in this situation?

5. What can you say to those who don't show accepting behaviors?

Final question:

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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: R-E-S-P-E-C-T-Find Out What It Means To You (And Me) Students will learn how to advocate peacefully, knowledgeably, and with an identifiable purpose and plan.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 40 – 90 minutes each
ESSENTIAL QUESTIONS: 1. What is respect?	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	**CCSS LEARNING GOALS (Anchor Standards/Clusters)**	**CROSSWALK TO STANDARDS**				
		GLEs/CLEs	**PS**	**CCSS**	**OTHER ASCA**	**DOK**
1. The student will develop three strategies that will promote acceptance and respect in the school and community.		PS.2.B.06: Identify and develop strategies to promote acceptance and respect in the school and community. PS.2.B.07: Promote acceptance and respect for individual differences. PS.2.B.08: Apply strategies that promote acceptance and respect of others within the global community.		W.6.2 W.6.10 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.5	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 3 Level 4 Level 4
2. The student will apply knowledge about respect and develop a school wide plan to promote respect in their school.		PS.2.B.06 PS.2.B.07 PS.2.B.08		W.7.1 W.7.2 W.7.4	P/SD A	Level 3 Level 4 Level 4

				W.7.5 W.7.7 W.7.8 W.7.9 W.7.10 SL.7.1 SL.7.2 SL.7.4 SL.7.5 SL.7.6 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6		
3. The student will answer five questions about getting to know someone who is different than them.		PS.2.B.06 PS.2.B.07 PS.2.B.08		SL.8.1 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	P/SD A	Level 3 Level 4 Level 4

ASSESSMENT DESCRIPTIONS:
Students will demonstrate the process of advocating peacefully, knowledgably, and with an identifiable purpose and plan.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X___ Direct __X___ Indirect __X___ Experiential __X___ Independent study __X___ Interactive Instruction
1 2 3	See Lessons: 6th Grade Lesson # 1: Respect: Looks Like, Sounds Like, Feels Like 7th Grade Lesson # 2: R-E-S-P-E-C-T: A Basic Skill 8th Grade Lesson # 3: A Stranger Among U
	INSTRUCTIONAL ACTIVITIES: (What Students Do)

1 2 3	See Lessons: 6th Grade Lesson # 1: Respect: Looks Like, Sounds Like, Feels Like 7th Grade Lesson # 2: R-E-S-P-E-C-T: A Basic Skill 8th Grade Lesson # 3: A Stranger Among U				
	Direct: __X____ Structured Overview Ls. 1, 2 _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __X___Guided & Shared - reading, listening, viewing, thinking Ls. 1, 2, 3	**Indirect:** _____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform ___X__ Concept Formation Ls. 2 ___X__ Concept Mapping Ls. 2 ___X__ Concept Attainment Ls. 2 _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments __X___ Simulations Ls. 2 _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports ___X___ Learning Activity Packages Ls. 1, 3 _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing _____ Panels __X___ Brainstorming Ls. 1 _____ Peer Partner Learning __X___ Discussion Ls. 1, 3 _____ Laboratory Groups _____ Think, Pair, Share __X___Cooperative Learning Ls. 2 _____ Jigsaw __X___ Problem Solving Ls. 3 _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ 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 #3 Title: Conflict Resolution—I am part of the Solution! **Grade Level:** 6-8

Number of lessons in unit: 4

Time required for each lesson: 30- 50 Minutes

Best time of year to implement this unit: Anytime

Lesson Titles:

6th Grade Lesson # 1: My Problem…Your Problem…Our Problem

Materials/Special Preparations Required:

- Wrapped food item
- *How Am I Responsible?* Activity Sheet for visual display
- SMART board or other visual display

7th Grade Lesson # 2: "Re-Solutioning": Practice Brings Out Our Best

Materials/Special Preparations Required:

- *How Am I Responsible?* Activity Sheet
- 3x5 Index cards in three colors
- Scrap paper
- Video equipment
- *How Did We Do – As a Team? (Group Assessment of Process)*

8th Grade Lesson # 3: My Conflict Shield

Materials/Special Preparations Required:

- Note cards cut in half, with the names of famous couples (people or characters) that had conflicts (Romeo/Juliet, Prince Charles/Princess Diana, etc.)
- Wrapped candy
- Blank paper which students will fold into thirds
- Blank paper for conflict shield
- Colored Pencils/markers

8th Grade Lesson # 4: Put Yourself in Check

Materials/Special Preparations Required:

- *Put Yourself in Check* Worksheet

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.2C.06: Apply problem-solving and conflict-resolution skills to new challenges. (DOK: Level - 4)

PS.2.C.07: Practice problem-solving and conflict-resolution skills. (DOK: Level - 2)

PS.2.C.08: Exhibit an awareness of personal responsibility in conflict situations. (DOK: Level 2)

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

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 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 others
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace

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 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations 6. Participating in formal and informal presentations and discussions of issues and ideas

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	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

Why do I need to take responsibility?

Unit Measurable Learning Objectives:

The student will apply concepts of personal responsibility to at least two scenarios.
The student will write and perform one scenario demonstrating conflict resolution skills.
The student will create a *conflict shield* which lists 12 skills most useful in conflict resolution and identify the skills they are "excellent" in using.
The student will list feelings and reactions of one recent conflict and determine if the reaction was appropriate or inappropriate.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Structured Interview; Guided & Sharing – reading, listening, viewing, thinking)
_X_ Indirect (Problem Solving; Reflective Discussion; Concept Formation; Concept Mapping; Concept Attainment)
_X_ Experiential (Simulations; Storytelling; Focused Imaging; Role Playing)
___ Independent Study
_X_ Interactive Instruction (Role Playing; Brainstorming; Discussion; Think, Pair, Share; 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 variety of worksheets and perform a variety of role-play situations to assess their understanding and ability to demonstrate accepting responsibility in conflict situations.

Brief Summary of Unit:
Students will begin to be able to identify challenges and conflicts that arise as such. They will practice how to stop and think about what is happening, the consequences, and preferred ways of handling the situation. They will identify their strengths and weaknesses and focus on building their strengths and maturing into young adults with sufficient and appropriate conflict-resolution skills.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to

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solving a problem) to be successful in this unit? Students will need to know the steps to solving a problem learned in the elementary grades in order to be successful. Students will also need to know what the definition of conflict is.

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Unit # 3 Title: Conflict Re-solution….I Am Part of the Solution

Lesson Title: My Conflict Shield **Lesson** 3 of 4

Grade Level: 8

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.C.08: Exhibit an awareness of personal responsibility in conflict situations.

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)

Note cards cut in half with the names of famous couples (people or characters) that had conflicts (Romeo/Juliet, Prince Charles/Princess Diana, etc.)
Wrapped candy
Blank paper which students will fold into thirds
Blank paper for making conflict shields
Colored Pencils/Markers

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 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 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems

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X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will create a *conflict shield* which lists 12 skills most useful in conflict resolution and identify the skills they are “excellent” in using.

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.
Class discussion and worksheet will provide assessment.

Lesson Preparation

Essential Questions: Why is it important to have self-awareness during conflict?

Engagement (Hook): As the students walk into class, hand them a half of a note card with a famous person/character’s name on it and a piece of candy. Tell them to not talk about the card and do not eat the candy.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Pair students using "Famous Couples with Conflict Cards".	1. Students will find their "mate" and sit together.
2. Ask pairs to fold blank paper into thirds. On the first section the student pairs will create one list of skills that they use when in conflict. In the second section ask pairs to create another list of skills that they have seen used successfully, but they have not used themselves. In the third section ask student pairs to create a list of skills that they wish they could develop. Each list must have at least 5 items.	2. Students will work together to create the lists that are described.
3. Ask pairs to share their lists with the class. Instructor will make a comprehensive list on the board for later use.	3. Students will share their lists and compare with others.
4. Keep the students in pairs and pass out another sheet of blank paper. Ask students to draw a shield and break the shield into 12 large parts by drawing lines. Ask the students to title the shield across the top of the paper (not on the shield) "My Conflict Shield". (It may be helpful if a sample of the shield is displayed to help students understand how to do this.)	4. Students will design a shield worksheet.
5. Ask students to review their lists from earlier or use the list on the board to complete the shield with 12 skills that they believe to be the most useful in conflict resolution. There will be skills that they believe should be on the shield but do not have room for. They must decide the 12 most important and list only 12.	5. Students will decide which 12 skills are the most useful in conflict resolution.
6. Ask students to then color the sections of the shield that list the skills in which they are "excellent" in using. Emphasize to them the importance of being honest with themselves and that this is an exercise in self-awareness and improvement. Remind	6. Students will color the shield accordingly with the goal of being honest with themselves and looking to ways to improve.

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them that no one is perfect at conflict resolution and we all can continue to develop our skills. Have them discuss their decisions with their partner and decide how they can become better at the skills that are left white.	
7. The students that displayed effort during the exercise will be allowed to consume the candy.	7. Students that receive approval from the teacher may eat their candy to celebrate self-awareness and the creation of plan to grow personally.
8. Ask the teacher if the shields can be laminated/protected and displayed inside or outside of the classroom for review.	

Teacher Follow-Up Activities

Teacher will be able to use and refer to the student-identified skills on the shields in a variety of lessons.

Counselor reflection notes (completed after the lesson)

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Unit # 3 Title: Conflict Resolution….I Am Part of the Solution

Lesson Title: Put Yourself in Check **Lesson** 4 **of** 4

Grade Level: 8

Length of Lesson: 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.C.08: Exhibit awareness of personal responsibility in conflict situations.

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)

Put Yourself in Check Worksheet

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

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	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

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	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will list feelings and reactions of one recent conflict and determine if the reaction was appropriate or inappropriate.

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.
Final performances and discussion during the role-play situation will assess whether the skills have been learned or not.

Lesson Preparation

Essential Questions: Why is it important to have self-awareness during conflict?

Engagement (Hook): Announce, "I need 2 volunteers." After selecting volunteers, ask them to spontaneously role-play a common conflict among 8th grade students. (Be prepared with a few suggestions for them to choose from if they cannot think of one on their own.)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Ask students to think of a recent situation where they were involved in a conflict. It can be with a boyfriend/girlfriend, family member, someone at school, teacher/principal, someone in the neighborhood, etc.	1. Students will remember a recent conflict. They need to focus on the cause/purpose, the initial events, the escalation point, the intervention (if any), the final event, and the resolution.
2. Pass out the *Put Yourself In Check* worksheet. Ask the students to write a brief description of the recent conflict using the focus points in the student involvement section.	2. Students will write a brief description of the conflict using the focus points above.

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3. Have the students list the feelings and reactions that they experienced during the conflict (examples include sweating, anger, making a fist, heart pounding, walking away, frustration, hurt, disappointment, etc.). Ask the students to determine whether the action was appropriate/responsible or inappropriate/irresponsible for that particular situation.	3. Students recall feelings and reactions that they experienced during this conflict. They list these feelings and then determine if the feeling or reaction was appropriate/responsible or inappropriate/irresponsible for that particular situation.
4. Have students turn to a neighbor and discuss the situation, their reactions and their responses to their reactions. Each student should provide input to the other.	4. Students will share their situation and reactions with a neighbor and using active listening skills, the neighbor will respond to the reactions.
5. Select students to share their situation and reactions with the class. For any reactions that may have been inappropriate, discuss what the appropriate and responsible action would have been and how the situation may have been different.	5. Participate in discussion by realizing and expressing different reactions that might have led to a different result. Students must begin to realize how personal responsibility in conflict can change the outcome and is a valuable tool in the growing-up process.
6. Ask for student volunteers to role-play another typical conflict but this time to use interpersonal skills and personal responsibility to resolve the issue.	6. Student volunteers will practice skills learned in class in front of peers.
7. Discuss the differences between the conflicts at the beginning of the class and those at the end of the class.	7. Students will become aware of the benefits of accepting responsibility and using interpersonal skills in resolving conflict.

Teacher Follow-Up Activities

Teacher will be able to use and refer to the skills learned during today's lesson during future conflicts in the classroom.

Counselor reflection notes (completed after the lesson)

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Put Yourself In Check

Think of a recent situation where you were involved in a conflict. It can be with a boyfriend/ girlfriend, friend, family member, someone at school, or a teacher/principal. Write a brief description of the conflict.

The cause/purpose:

_____

_____

The initial events:

_____

_____

The escalation point:

_____

_____

The intervention (if any):

_____

_____

The final event:

_____

_____

The resolution (if any):

_____

_____

List all of your feelings and reactions and check the appropriate column:

	Responsible/ Appropriate	Irresponsible/ Inappropriate
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

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5. _____ _____ _____

6. _____ _____ _____

7. _____ _____ _____

8. _____ _____ _____

For any actions marked irresponsible/inappropriate, what could you have done differently to show personal responsibility and mature conflict-resolution skills?

_____

_____

_____

_____

_____

_____

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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

UNIT DESCRIPTION: Conflict Re<u>solution</u>–I am part of the <u>Solution!</u> Students will begin to be able to identify challenges and conflicts that arise as such. They will practice how to stop and think about what is happening, the consequences, and preferred ways of handling the situation. They will identify their strengths and weaknesses and focus on building their strengths and maturing into young adults with sufficient and appropriate conflict-resolution skills.	**SUGGESTED UNIT TIMELINE:** 4 Lessons **CLASS PERIOD (min.):** 30 – 50 minutes each
ESSENTIAL QUESTIONS: 1. Why do I need to take responsibility?	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will apply concepts of personal responsibility to at least two scenarios.		PS.2C.06: Apply problem-solving and conflict-resolution skills to new challenges. PS.2.C.07: Practice problem-solving and conflict-resolution skills. PS.2.C.08: Exhibit an awareness of personal responsibility in conflict situations.		SL.6.1 L.6.1 L.6.3	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 4 Level 2 Level 2
2. The student will write and perform one scenario demonstrating conflict resolution skills.		PS.2.C.06 PS.2.C.07 PS.2.C.08		W.7.3 W.7.4 W.7.5	P/SD A	Level 4 Level 2 Level 2

				SL.7.1 SL.7.6 L.7.1 L.7.2 L.7.3 L.7.5		
3. The student will create a "conflict shield" which lists 12 skills most useful in conflict resolution and identify the skills they are "excellent" in using.		PS.2C.06 PS.2.C.07 PS.2.C.08		SL.8.1 L.8.1 L.8.3	P/SD A	Level 4 Level 2 Level 2
4. The student will list feelings and reactions of one recent conflict and determine if the reaction was appropriate or inappropriate.		PS.2C.06 PS.2.C.07 PS.2.C.08		W.8.3 SL.8.1 L.8.1 L.8.2 L.8.3	P/SD A	Level 4 Level 2 Level 2

ASSESSMENT DESCRIPTIONS*:
Students will complete a variety of worksheets and perform a variety of role-play situations to assess their understanding and ability to demonstrate accepting responsibility in conflict situations.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__X__ Direct __X__ Indirect __X__ Experiential _____ Independent study __X__ Interactive Instruction
1 2 3 4	See Lessons: 6th Grade Lesson # 1: My Problem…Your Problem…Our Problem 7th Grade Lesson # 2: "Re-Solutioning": Practice Brings Out Our Best 8th Grade Lesson # 3: My Conflict Shield 8th Grade Lesson # 4: Put Yourself in Check
	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1 2 3 4	See Lessons: 6th Grade Lesson # 1: My Problem…Your Problem…Our Problem 7th Grade Lesson # 2: "Re-Solutioning": Practice Brings Out Our Best 8th Grade Lesson # 3: My Conflict Shield 8th Grade Lesson # 4: Put Yourself in Check

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	__X____ Structured Overview Ls. 1 _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __X____ Guided & Shared - reading, listening, viewing, thinking Ls. 1, 2, 3, 4	__X____ Problem Solving Ls. 3, 4 _____ Case Studies _____ Reading for Meaning _____ Inquiry __X____ Reflective Discussion Ls. 1 _____ Writing to Inform __X____ Concept Formation Ls. 2 __X____ Concept Mapping Ls. 2 __X____ Concept Attainment Ls. 2 _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments __X____ Simulations Ls. 1, 2, 4 _____ Games __X____ Storytelling Ls. 2 __X____ Focused Imaging Ls. 4 _____ Field Observations __X____ Role-playing Ls. 2, 3 _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates __X____ Role Playing Ls. 2, 3, 4 _____ Panels __X____ Brainstorming Ls. 3 _____ Peer Partner Learning __X____ Discussion Ls. 1, 3 _____ Laboratory Groups __X____ Think, Pair, Share Ls. 2, 4 __X____ Cooperative Learning Ls. 2 _____ Jigsaw __X____ Problem Solving Ls. 1, 2, 3, 4 _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ 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: Decisions, Decisions, Decisions! **Grade Level:** 6-8

Number of Lessons in Unit: 3

Time Required for each lesson: 50 Minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

6th Grade Lesson 1: Opportunity Knocks, But It Costs, Too!

Materials/Special Preparations Required:

Steps to Effective Problem Solving handout
Steps to Effective Decision-Making handout
Two decision-making situations—one to use for class discussion and one to use for students' individual reflection.
Dry erase board, SMART board, or other visual display

7th Grade Lesson # 2: Give In or Not to Give In—That Is the Question!

Materials/Special Preparations Required:

Steps to Effective Problem Solving handout
Steps to Effective Decision-Making handout

8th Grade Lesson # 3: If It's to Be, It's Up to Me

Materials/Special Preparations Required:

Steps to Effective Problem Solving handout
Steps to Effective Decision-Making handout
Decorated shoe box with slot on top and a removable lid labeled "Pandora's Problem Box".
Blank paper (quartered) to use for students to write problems.
3-ring Binder with display panel
Dry erase board, SMART board, or other visual display
Notebook paper
1 sheet bright paper for binder cover

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.3 Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):

PS.3.A.06: Identify problem-solving, decision-making and refusal skills needed to make safe/healthy choices in social situations. (DOK Level 2)

PS.3.A.07: Utilize effective problem-solving, decision-making, and refusal skills needed to make safe/healthy choices in social situations. (DOK Level 4)

PS.3.A.08: Recognize peer influence on risk-taking behaviors and consequences. (DOK Level 2)

American School Counselor Association (ASCA) National Standard:

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

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

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	5. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

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Unit Essential Questions:

What is the cost of making poor decisions?

Unit Measurable Learning Objectives:

The student will write a reflection to solve one problem by outlining each of the decision-making steps.

The student will role play one situation in which he/she will need to say no. He/she will discuss how it felt to say no and write a brief reflection about the experience.

The student will demonstrate the six steps to effective problem solving in response to at least one problem scenario presented by the counselor.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Guided & Shared – reading, listening, viewing, thinking)
__X__ Indirect (Problem Solving; Reflective Discussion; Writing to Inform; Concept Formation; Concept Attainment)
__X__ Experiential (Role Playing)
_____Independent Study
__X__ Interactive Instruction (Role Playing; Discussion; Think, Pair, Share; Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will respond orally to reflection pieces and observations with regard to decision-making, problem solving and refusal skills.

Brief Summary of Unit:
Students will review problem solving skills learned in elementary grades. They will then utilize decision-making skills applied to problematic social situations. Refusal skills practice will be emphasized at the 7th grade level and finally, students will look at a variety of problematic situations for which they will brainstorm potential solutions.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students will need to know the steps to solving a problem learned in the elementary grades in order to be successful. These steps will be reviewed along with decision-making steps prior to each lesson.

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Unit 1 Title: Decisions, Decisions, Decisions!

Lesson Title: If It's to Be, It's Up to Me! **Lesson** 3 of 3

Grade Level: 8

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.A.08: Recognize peer influence on risk-taking behaviors and consequences.

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)

Steps to Effective Problem Solving handout
Steps to Effective Decision Making handout
Decorated shoe box with slot on top and a removable lid labeled "Pandora's Problem Box"
Blank paper (quartered) to use for students to write problems.
3-ring Binder with display panel
Dry erase board, SMART board, or other visual display
Notebook paper
1 sheet bright paper for binder cover

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. 5. Comprehend and evaluate written, visual and oral presentations and works. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or

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	solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	4. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will demonstrate the six steps to effective problem solving in response to one problem scenario presented by the counselor.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLE). Assessment can be question answer, performance activity, etc.

The lesson will be assessed by counselor observation of students' oral responses with regard to decision-making, problem solving and refusal skills**.**

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Lesson Preparation

Essential Questions: Why can it be hard to make decisions?

Engagement (Hook): The facilitator poses the following three brief scenarios and after each one asks the group, "What would you do?"

A. Your friend has been drinking at a party. She wants to drive you home. What will you do?
B. You visit one of your friends at her home. She offers you some beer from the refrigerator. You are not sure you want to drink alcohol. What will you do?
C. They are passing a joint around at a party. Everyone has tried it. You are supposed to be the last one to try it. You do not want to smoke marijuana. What will you do?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The instructor poses the above questions and then asks the students to write down a problem that might be encountered by students their age. The instructor will provide students with blank quartered copy paper for this task and a decorated "Pandora's Problem Box".	1. Each student will think of possible problems their peers may encounter in social situations, write the problem down on paper, and place in "Pandora's Problem Box".
2. The instructor reviews problem solving steps and decision-making steps with students (See *Steps to Effective Problem Solving and Steps to Effective Decision-Making* handouts).	2. Students will participate in a review of the problem solving steps and decision-making steps.
3. The instructor passes "Pandora's Problem Box" around the room and asks students to draw a problem out of the box and read the problem aloud to the class. The instructor will write the problem on the SMART board, dry erase board, or other visual.	3. Students draw a problem from the box and share it with the class.
4. Then the instructor will ask students to brainstorm possible solutions to the problem. All solutions will be written on the visual display under the problem. One problem is dealt with at a time.	4. Students brainstorm and engage in problem-solving as they share possible solutions.
5. The instructor asks students, "What would you do? What do you think is the most	5. Students will offer input as to what they believe is the most helpful or effective

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helpful solution?" Students are asked to vote on the best solution. 6. The instructor places an asterisk by the class's choice as the most effective solution. A volunteer is asked to write down the problem along with the class choice of the most effective solution. These are placed in a 3-ring binder. Other volunteers are sought to design the display panel of the 3-ring binder (Solution Book). 7. Repeat steps 3-5 for each problem pulled out of "Pandora's Problem Box" as time allows.	solution by voting on their perceived "best" solution. 6. A student volunteer writes down the problem and the most effective solution for inclusion in the 3-ring binder. Other student volunteers design a display panel for the "Solution Book."

Teacher Follow-Up Activities

As a follow-up, teachers will be provided the following two scenarios that can be used on each of the next two days to encourage continued problem solving, decision-making and refusal skills development:

1. **A popular group of students are harassing a particular student every day after school. You don't think it's fair. What can you do to help?**
2. **Your friend's father is drunk a lot. He usually hits him when he has been drinking. How can you help your friend?**

Once a month, a new problem can be pulled from "Pandora's Problem Box" to review the skills taught in this lesson.

Counselor reflection notes (completed after the lesson)

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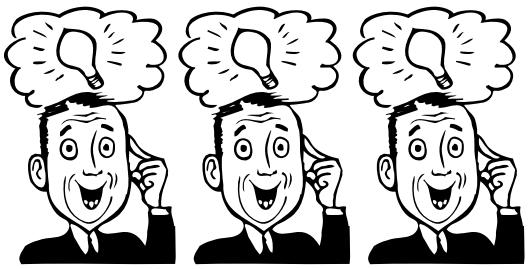

STEPS TO EFFECTIVE PROBLEM SOLVING

1. Identify the problem.
2. Brainstorm possible solutions.
3. List the pros and cons of each possible solution.
4. Choose a solution and use it.
5. Evaluate the results.
6. If the results are not satisfactory, choose and use another solution.

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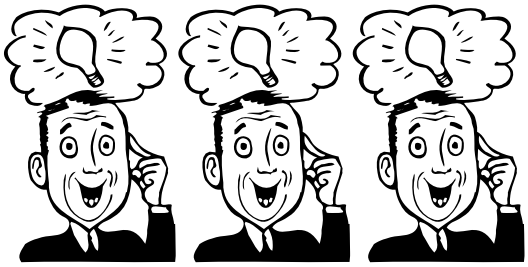

STEPS TO EFFECTIVE DECISION-MAKING

1. Identify the decision to be made.

2. Brainstorm possible choices.

3. List the possible outcomes.

4. Make a decision.

5. Look at the results and make a new decision if possible or necessary.

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Course Description:

Personal/Social Development

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

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

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

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

UNIT DESCRIPTION: Decisions, Decisions, Decisions! Students will review problem-solving skills learned in elementary grades. They will then utilize decision-making skills applied to problematic social situations. Refusal skills practice will be emphasized at the 7th-grade level and finally, students will look at a variety of problematic situations for which they will brainstorm potential solutions. This unit contains three lessons and it is intended that one lesson will be presented in each grade level 6, 7, and 8. Please note that the lessons build on each other.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 50 minutes each
ESSENTIAL QUESTIONS: 1. What is the cost of making poor decisions?	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will write a reflection to solve one problem by outlining each of the decision making steps.		PS.3.A.06: Identify problem-solving, decision-making and refusal skills needed to make safe/healthy choices in social situations. PS.3.A.07: Utilize effective problem-solving, decision-making, and			P/S D C: Students will understand safety and survival skills.	Level 2 Level 4

		refusal skills needed to make safe/healthy choices in social situations. PS.3.A.08: Recognize peer influence on risk-taking behaviors and consequences.				Level 2
2. The student will role play one situation in which he/she will need to say no. She/he will discuss how it felt to say no and write a brief reflection about the experience.		PS.3.A.06 PS.3.A.07 PS.3.A.08			P/S D C	Level 2 Level 4 Level 2
3. The student will demonstrate the six steps to effective problem solving in response to at least one problem scenario presented by the counselor.		PS.3.A.06 PS.3.A.07 PS.3.A.08			P/S D C	Level 2 Level 4 Level 2

ASSESSMENT DESCRIPTIONS:

Students will respond orally to reflection pieces and observations with regard to decision-making, problem-solving and refusal skills**.**

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X__ Direct __X__ Indirect __X__ Experiential _____ Independent study __X__ Interactive Instruction
1	See Lessons: 6th Grade Lesson 1: Opportunity Knocks, But It Costs, Too!

2 3	7th Grade Lesson 2: Give In or Not to Give In 8th Grade Lesson 3: If It's to Be, It's Up to Me
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
 1 2 3	See Lessons: 6th Grade Lesson 1: Opportunity Knocks, But It Costs, Too! 7th Grade Lesson 2: Give In or Not to Give In 8th Grade Lesson 3: If It's to Be, It's Up to Me

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __X___ Guided & Shared - reading, listening, viewing, thinking (Ls. 2, 3)	__X___ Problem Solving (Ls. 1, 3) _____ Case Studies _____ Reading for Meaning _____ Inquiry __X___ Reflective Discussion (Ls. 1, 2, 3) __X___ Writing to Inform (Ls. 1) __X___ Concept Formation (Ls. 3) _____ Concept Mapping __X__ Concept Attainment (Ls. 3) _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations __X___ Role-playing (Ls. 2) _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates __X___ Role Playing (Ls. 2) _____ Panels _____ Brainstorming _____ Peer Partner Learning __X___ Discussion (Ls. 1) _____ Laboratory Groups __X___ Think, Pair, Share (Ls. 2, 3) _____ Cooperative Learning _____ Jigsaw __X__ Problem Solving (Ls. 1) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ 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 2 Title: Risky Business **Grade Level:** 6, 7 and 8

Number of Lessons in Unit: 3

Time Required for each lesson: 50 min

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

Lesson Titles:

6th Grade Lesson 1: Caution: Thin Ice!

Materials/Special Preparations Required

Story *Caution: Thin Ice*
List of *Risky behaviors*
RISKO Template
Buttons, M & M's, cereal, or other Bingo markers
SMART board, dry erase board, or other visual display

7th Grade Lesson 2: Putting on Armor

Materials/Special Preparations Required

Stories: *EMS Code Blue!* and *My Friend Shelbi*
Photocopied brick for each student

8th Grade Lesson 3: Ready to Remain Safe

Materials/Special Preparations Required

Personal Safety Plan Template
Story: *Where Are My Friends Now?*
List of *Risky Behaviors*

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectations (GLEs):

PS.3.B.06: Identify behaviors that compromise personal safety of self and others. (DOK Level - 2)
PS.3.B.07: Develop strategies to maintain personal safety. (DOK Level - 3)
PS.3.B.08: Apply strategies related to personal safety. (DOK Level - 4)

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

C: Students will understand safety and survival skills.

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

	Goal 1: gather, analyze and apply information and ideas 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.

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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.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements. 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 4. Evaluate the processes used in recognizing and solving problems. 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem 8. Assess the cots, benefits and other consequences of proposed solutions.,
X	Goal 4: make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English. 4. Writing formally and informally 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations .6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors
	Fine Arts	

Unit Essential Questions:

What does safety mean to me?

Unit Measurable Learning Objectives:

The student will identify ten risky behaviors. The student will determine one skill, tool, or person that will separate him or her from risky

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behaviors.
The student will complete a personal safety plan including at least one stressor and one coping strategy.

Unit Instructional Strategies/Instructional Activities:

_X_Direct (Guided and Shared-reading, listening, viewing, thinking)
_X_Indirect (Case Studies, Concept Formation, Concept Mapping)
_X_Experiential (Games, Role-playing)
____Independent Study
_X_Interactive Instruction (Discussion, Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will complete a Personal Safety Plan.

Brief Summary of Unit:
Students will review the steps of decision-making and problem-solving and use these skills to make good choices. Students will practice these skills through role playing and a game of RISKO. The final project will be a Personal Safety Plan outlining what they have learned and how they will use it.

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

1. Steps to Problem Solving
2. Steps to Decision-Making

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Unit 2 Title: Risky Business!

Lesson Title: Ready to Remain Safe **Lesson** 3 of 3

Grade Level: 8

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.B.08: Apply strategies related to personal safety issues.

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)

Story *Where are My Friends Now*?
List of *Risky Behaviors*
Personal Safety Plan Template

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 for analysis or presentation. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 4. Evaluate the processes used in recognizing and solving problems. 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem 8. Assess the cots, benefits and other consequences of proposed solutions.

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X	Goal 4: make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English. 4. Writing formally and informally 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will complete a personal safety plan including at least one stressor and one coping strategy.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLE). Assessment can be question answer, performance activity, etc.
Students will review risky behaviors and create a Personal Safety Plan.

Lesson Preparation

Essential Questions: What do you need to know to keep yourself safe?

Engagement (Hook): The facilitator reads the story *Where are my friends now*?

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. The counselor reads the story *Where are my friends now*? and facilitates a discussion about the consequences of making decisions that are not in your best interest because of peer pressure, the need to remain popular or part of a particular group,	1. Students listen to story and respond with comments or questions.

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etc. Encourage group discussion about what could happen if decisions are made for or because of friends instead of what is best for you?	
2. Counselor reviews the list of risky behaviors and leads a discussion regarding the positive and negative consequences of decisions.	2. Students review risky behaviors and discuss positive and negative consequences.
3. The counselor encourages students to give examples of where they would go for help to resist or overcome risky behaviors. Discuss how students may access resources.	3. Students share examples of where they would go for help with situations regarding risky behaviors. Students take home a copy of the district's referral list.
4. Counselor passes out the *Personal Safety Plan* template and facilitates student discussion and interaction as the students create their plan.	4. Students create a *Personal Safety Plan* to protect them from risky behaviors which may physically or mentally harm them and/or keep them from obtaining life goals.
5. Counselor asks student volunteers to define and defend their plan.	5. Students explain and defend their plans.

Teacher Follow-Up Activities

Individual plans are kept in the students' portfolios and plans are made with the high school counselor(s) to do a follow-up the following year. In addition, counselor will invite guest speakers (law enforcement, health department, etc.) to share information regarding safety issues.

Counselor reflection notes (completed after the lesson)

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Where Are My Friends Now?

Cassie drags herself out of bed and before she even opens her eyes she reaches for the pack of cigarettes on the nightstand. With bloodshot eyes, she fumbles for a lighter and relaxes as she inhales deeply. She hated the habit, one she acquired her junior year of high school when Tiffany had said, "Come on, don't be such a drag, Little Miss Goody Two Shoes." So to nix that awful nickname she had to join in….now she couldn't quit.

Getting up from bed, she looked around the room. It was a far cry from the cool, modern apartment she had envisioned she would have when she went to college, but it was all she could afford. She hadn't been successful in getting any job that paid more than minimum wage. If only she hadn't listened to Kirk! "Come on, sweetie. Quit school and marry me. I'll take care of you."

Well, she had dropped out and even though she and Kirk had stayed together for two years, the marriage never happened and Kirk soon lost interest in her and moved out one day while she was out shopping.

And college? She had always wanted to be a fashion designer, living in a swanky apartment in New York City but when she dropped out, that dream ended. She had considered trying to earn her GED and entering a community college, but with no money that modified dream appeared to be out of her reach too.

It all seemed so depressing. Cassie just wasn't sure she could handle her life anymore. She had made choices to satisfy others that were not good for her, but now there seemed no way to make things better. Stressed, she reached for a beer. Lately, alcohol was all that seemed to make things better… a little trick she had also learned from her friends.

Her friends? Where were they now? Cassie thought of Derek, Tiffany, Kirk and the gang. She never saw them anymore…but her choices because of them had left a lasting mark.

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MY PERSONAL SAFETY PLAN

NAME:_____

I recognize my stressors! Things or situations that stress me include:

_____

_____

Things I have learned help me to alleviate stress are: _____

_____

_____

I will use_____ as my wall against risky behaviors.

My ultimate career goal is to _____

Things that might hinder my ability to reach that goal include: _____

_____

_____

Ways I can remain focused on reaching my goal include: _____

I make a promise to myself to make decisions that are good for me, help develop good character and will enable me to live a healthy, fulfilling life.

Student Signature

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RISKY BEHAVIORS

Smoking

Alcohol use/abuse

Drug use

Promiscuity/unprotected sex

Chatting with strangers on the internet

Reckless driving/racing

Drunk driving

Riding with friends who have been drinking

Taking risky dares

Anorexia/Bulimia/Purging

Truancy

Dropping out of school

Missing curfew

Going to isolated places alone

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Course Description:

Personal/Social Development

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

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

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

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

UNIT DESCRIPTION: Risky Business Students will review the steps of decision-making and problem-solving and use these skills to make good choices. Students will practice these skills through role playing and a game of RISKO. The final project will be a Personal Safety Plan outlining what they have learned and how they will use it.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 50 minutes each
ESSENTIAL QUESTIONS: 1. What does safety mean to me?	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify ten risky behaviors.		PS.3.B.06: Identify behaviors that compromise personal safety of self and others. PS.3.B.07: Develop strategies to maintain personal safety. PS.3.B.08: Apply strategies related to personal safety.			P/S D C: Students will understand safety and survival skills.	Level 2 Level 3 Level 4
2. The student will determine one skill, tool, or person that will separate him or her from risky behaviors.		PS.3.B.06 PS.3.B.07 PS.3.B.08			P/S D C	Level 2 Level 3 Level 4

3. The student will complete a personal safety plan including at least one stressor and one coping strategy.		PS.3.B.06 PS.3.B.07 PS.3.B.08			P/S D C	Level 2 Level 3 Level 4

ASSESSMENT DESCRIPTIONS:

Students will complete a Personal Safety Plan.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X__ Direct __X__ Indirect __X__ Experiential _____ Independent study __X__ Interactive Instruction
1 2 3	See Lessons: 6th Grade Lesson 1 Caution: Thin Ice! 7th Grade Lesson 2 Putting on Armor 8th Grade Lesson 3 Ready to Remain Safe
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: 6th Grade Lesson 1 Caution: Thin Ice! 7th Grade Lesson 2 Putting on Armor 8th Grade Lesson 3 Ready to Remain Safe

Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __X___ Guided & Shared - reading, listening, viewing, thinking (Ls. 2, 3)	_____ Problem Solving __X___Case Studies (Ls. 1, 2) _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform __X___ Concept Formation (Ls. 2) __X___Concept Mapping (Ls. 3) _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations __X___ Games (Ls. 1) _____ Storytelling _____ Focused Imaging _____ Field Observations __X__ Role-playing (Ls. 2) _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning __X___ Discussion (Ls. 1) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw __X___ Problem Solving (Ls. 3) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ 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 3 Title: It's Life… Deal With It! **Grade Levels:** 6-8

Number of Lessons in Unit: 3

Time Required for each lesson: 50 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

6th Grade Lesson 1: The Hope to Cope: Coping Skills

Materials/Special Preparations Required:

- Index Cards
- Small file box for each student
- Writing Utensil
- SMART board, dry erase board, or other visual display
- *Steps for Reacting to Stress* Handout

7th Grade Lesson 2: Lean Mean Coping Machine!

Materials/Special Preparations Required:

- *Your Choice* Handout
- SMART board, dry erase board, or other visual display
- Writing Utensil

8th Grade Lesson 3 Life … Bring It On!

Materials/Special Preparations Required:

- Scissors, glue, markers
- Magazines
- Poster board
- Counselor Collage of their Coping Skills

Missouri Comprehensive Guidance and Counseling Big Idea:

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

Grade Level Expectations (GLEs):

PS.3.C.06: Review and revise strategies to cope with life-changing events. (DOK Level -3)
PS.3.C.07: Apply coping skills to manage life-changing events. (DOK Level - 4)
PS.3.C.08: Evaluate coping skills to manage life-changing events. (DOK Level - 4)

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

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

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

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works.

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	8. Organize data (including personal card file), information and ideas into useful forms (including outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 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. Identity problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

How does one weigh the value of positive and negative coping skills?

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Unit Measurable Learning Objectives:

The student will identify ten positive and negative coping skills.
The student will identify five coping skills used to make decisions presented in *Your Choice* Handout.
The student will design and present a collage representing personal strengths and coping skills.

Unit Instructional Strategies/Instructional Activities:

_X__ Direct (Drill & Practice; Compare & Contrast; Didactic Questions; Demonstrations; Guided & Shared- reading, listening, viewing, thinking)
_X__ Indirect (Problem Solving; Reflective Discussion)
_____ Experiential
_X__ Independent Study (Reports; Learning Activity)
_X__ Interactive Instruction (Brainstorming; Discussion)

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.

Assessment of this unit will be completed by a final evaluation of student work, i.e. student card file, prioritizing activity and artistic presentation.

Brief Summary of Unit:

In this unit students will review, apply and evaluate their personal coping skills related to making major life-changing decisions. Students will do this through the process of compiling an index card file of coping strategies, a prioritizing activity and by constructing an artistic presentation representing their personal coping styles.

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

Steps in the decision-making process.

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Unit 3 Title: It's Life...Deal With It!

Lesson Title: Life … Bring It On! **Lesson** 3 of 3

Grade Level: 8

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Domain:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Standard (GLS):
PS.3.C.08.a: Evaluate coping skills to manage life-changing 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)

Scissors, glue, markers
Magazines
Poster board
Counselor Collage of their Coping 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. 5. Comprehend and evaluate written, visual and oral presentations and works. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises.

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	6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will design and present a collage representing personal strengths and coping skills.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Students will complete a collage and participate in classroom discussion.

Lesson Preparation

Essential Questions: What life events affect our lives? What skills does a person need to help manage life events?

Engagement (Hook): The instructor will disclose their personal coping strategies by sharing his/her own coping collage.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The instructor will give each student a poster board and ask the student to artistically sign/write his/her name in the center.	1. Student will follow instructions.
2. The student will brainstorm personal strengths that he/she believes he/she has to support the ability to make effective decisions.	2. Student will think of his/her personal strengths as elements that support his/her ability to make effective decisions.
3. The instructor will ask the students to write their personal strengths on the poster board around their names	3. Student will follow instructions.
4. The instructor guides the students to look in magazines to find photos, words, or visual art that expresses their traits.	4. Students will find visual representations of those traits and cut them out with scissors.
5. Students are asked to attach the clippings around their name as a visual presentation of the personal coping skills that they have listed.	5. Students will build a collage of clippings around his/her name.
6. Students will share their art work in small groups (2-3), highlighting how they connected their self-perceptions with the clippings of their choice.	6. Students will discuss among themselves how they perceive themselves as decision-makers through a creative/artistic way.

Teacher Follow-Up Activities

Students will display their work on the wall. The students will take photos of their art work and print them to include in their card file.

Counselor reflection notes (completed after the lesson)

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Course Description:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: It's Life… Deal With It! In this unit, students will review, apply and evaluate their personal coping skills related to making major life-changing decisions. Students will do this through the process of compiling an index card file of coping strategies, a prioritizing activity and by constructing an artistic presentation representing their personal coping styles.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 50 minutes each

ESSENTIAL QUESTIONS:
1. How do I cope?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify ten positive and negative coping skills.		PS.3.C.06: Review and revise strategies to cope with life-changing events. PS.3.C.07: Apply coping skills to manage life-changing events. PS.3.C.08: Evaluate coping skills to manage life-changing events.			P/S D C: Students will understand safety and survival skills.	Level 3 Level 4 Level 4

2. The student will identify five coping skills used to make decisions presented in *Your Choice* worksheet.		PS.3.C.06 PS.3.C.07 PS.3.C.08			P/S D C	Level 3 Level 4 Level 4
3. The student will design and present a collage representing personal strengths and coping skills.		PS.3.C.06 PS.3.C.07 PS.3.C.08			P/S D C	Level 3 Level 4 Level 4

ASSESSMENT DESCRIPTIONS:
Assessment of this unit will be completed by a final evaluation of student work, i.e. student card file, prioritizing activity and artistic presentation.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X__ Direct __X__ Indirect _____ Experiential __X__ Independent study __X__ Interactive Instruction
1 2 3	See Lessons: 6th Grade Lesson 1: The Hope to Cope: Coping Skills 7th Grade Lesson 2: Lean Mean Coping Machine! 8th Grade Lesson 3: Life…Bring It On!
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: 6th Grade Lesson 1: The Hope to Cope: Coping Skills 7th Grade Lesson 2: Lean Mean Coping Machine! 8th Grade Lesson 3: Life…Bring It On!

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching __X___ Drill & Practice (Ls. 1) __X___ Compare & Contrast (Ls. 1) _____ Didactic Questions __X___ Demonstrations (Ls. 3) __X___Guided & Shared - reading, listening, viewing, thinking (Ls. 3)	__X___ Problem Solving (Ls. 1) _____ Case Studies _____ Reading for Meaning _____ Inquiry __X___ Reflective Discussion (Ls. 2) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs __X___ Reports (Ls. 3) __X___ Learning Activity Packages (Ls. 3) _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels __X___ Brainstorming (Ls. 3) _____ Peer Partner Learning __X___ Discussion (Ls. 2, 3) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing

					_____ 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: The Successful Student **Grade Level:** 6-8

Number of Lessons in Unit: 4

Time Required for each lesson: 45 minutes

Lesson Titles:

Grade 6:

Lesson 1 Picturing the Successful Student

Materials and special preparation:

Markers and tape

Handout *"Characteristics/Qualities of a Successful Student"* (1 for each student group)

Lesson 2 What's Your Style?

Materials and special preparation:

Learning style inventory or other tool to help students find their best method of learning.

http://www.berghuis.co.nz/abiator/lsi/lsiframe.html is one free resource on the website of Abiators Online Learning Style. This web site includes assessments that may be completed and scored on line. Assessments include learning style, multiple intelligences and critical thinking style. In addition to assessments, the site includes strategies appropriate for each learning style. The vocabulary of the assessments is appropriate for a wide range of reading levels – for readers who are not yet fluent, the assessments may be read to the learner.

Grade 7:

Lesson 3 Let's Review for Better Achievement

Materials and special preparation:

Sam the Slacker Story

Sample page from a personal planner (or use an assignment book, calendar, or a handheld device)

*Study Skills Tips Ha*ndout

Test-Taking Tips Handout

Skill Cards Worksheets (you will need copies of all three worksheets for each group you plan on having: then cut and bundle the skill cards for distribution to each group)

Blank Time Management Skills, Study Skills and *Test-Taking Skills Worksheets* (you will need copies of all three blank worksheets for distribution to each group.)

Counselor Resource for Categorizing Skills

Grade 8:

Lesson 4 Just Checking

Materials and special preparation:

Introduction

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Just Checking Checklist-*Goal-Setting* Sheet for backside
Tips for Setting Goals Information Sheet
Effective Management System Tips Information Sheet
Counselor may wish to provide sample assignment book page, calendar page, or palm pilot screen from school's adopted management system

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4 Applying Skills Needed for Educational Achievement

Grade Level Expectations (GLEs):
AD.4.A.06: Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources. (DOK - 3)
AD.4.B.06: Develop and practice a self-management system to promote academic success. (DOK - 4)
AD.4.A.07: Demonstrate and refine study skills and test-taking strategies utilizing available academic resources. (DOK - 3)
AD.4.B.07: Demonstrate and refine a self –management system to promote academic success. (DOK - 3)
AD.4.A.08: Consistently apply a system of study skills and test-taking strategies to promote academic success. (DOK - 4)
AD.4.B.08: Consistently apply a self-management system to promote academic success. (DOK - 4)

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 initiate and refine research 4. Use technological tools and other resources to locate, select and organize information 6. Discover and evaluate patterns and relationships in information, ideas, and structures. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 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

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	2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving 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 4. Recognize and practice honesty and integrity in academic and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6 Identify tasks that require a coordinated effort and work with others to complete those tasks

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	Reading, writing, discussion, evaluating information
	Mathematics	
X	Social Studies	Relationships of individuals and groups; social inquiry
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What does a successful student look like?
What choices do you make that impact your success as a student?
Why don't we all learn the same way on the same day?

Unit Measurable Learning Objectives:

The student will describe five qualities and/or characteristics of a successful student.
The student will write a paragraph describing his/her individual learning style and cite three ways his/her academic achievement can improve using learning style strategies.
The student will identify two or more skills in the categories of study skills, test-taking skills, and self-management skills.
The student will develop two academic success goals and three action steps that can be utilized to accomplish each goal.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Structured Overview, Explicit Teaching, Compare & Contrast, Guided & Shared)
__X__ Indirect (Problem Solving, Case Studies, Reflective Discussion, Concept Mapping)
__X__ Experiential (Surveys)
__X__ Independent Study (Essays, Learning Contracts)
__X__ Interactive Instruction (Brainstorming, Discussion, Think, Pair Share, Cooperative Learning, Problem Solving

Unit Summative Assessment (acceptable evidence):

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Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Getting Your Grades Together survey and performance activity. Summative Assessment will take place during the 8th grade lesson. Learners will assess their own study skills via the *Getting Your Grades Together* survey. After assessing their skills, students will write an essay describing their plans for applying what they have learned in middle school to high school work. Essays will include the following elements: Discussion of strengths and limitations in the areas of: Time Management Skills, Study Skills, and Test-taking Skills and the steps to personal success in each skill area. This will be a formal essay and follow the conventions of standard English. To add interest, essay may be written as a letter to self.

Brief Summary of Unit:
Students will participate in group discussions involving time management skills, study skills, learning styles, goal-setting, and test-taking strategies.

6th Grade lessons include strategies that help students explore the characteristics and skills of successful learners and strategies designed to help students identify their learning styles.

7th Grade lesson is designed to help students become familiar with the purposes Time Management Skills, Study Skills and Test-taking Skills.

8th Grade: As a summative activity, students will evaluate their current management, study, and test-taking skills using the survey and performance activity, *Getting Your Grades Together*.

NOTE: The counselor/instructor has some latitude with this unit. Some may wish to use *Getting Your Grades Together* for pre- and post-assessment. Others may wish to introduce this activity at the beginning of 6th grade and again at the conclusion of 8th grade. Still others may use this survey throughout the middle school process. The short-answer and essay questions are designed for the post-test phase at the end of 8th grade, but may be omitted when using the survey for earlier grades.

The counselor/instructor may want to use the survey information to work with at-risk students to discuss student perceptions versus student performance.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Basic working vocabulary related to time management skills, study skills, and test-taking skills.

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Unit # 1 Title: The Successful Student

Lesson Title: Just Checking **Lesson** 4 of 4

Grade Level: 8

Length of Lesson: 45 min. group session with group and/or individual follow-up sessions

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying Skills Needed for Educational Achievement

Grade Level Expectations (GLEs):
AD.4.A.08: Consistently apply a system of study skills and test-taking strategies to promote academic success.
AD.4.B.08: Consistently apply a self-management system to promote academic success.

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)

Introduction to the Just Checking Lesson
Just Checking Checklist-Goal-Setting activity sheet
Tips for Setting Goals information sheet
Effective Time Management System Tips information sheet

Counselor may wish to provide sample of an assignment planner, a calendar page, and/or an electronic calendar screen.

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas, and structures. 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 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 information and ideas while recognizing the perspective of others

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X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on one's experience in preventing or solving problems. 4. Evaluate the processes used in recognizing and solving 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. 4. Recognize and practice honesty and integrity in academic work and in the work place. 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	Writing, evaluating information, discussion
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will develop two academic success goals and three action steps that can be utilized to accomplish each goal.

Lesson Formative Assessment (acceptable evidence):

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

Students will complete the *Just Checking Checklist* to assess the degree of their use of a personal management system.

Students will set goals for themselves based on the results of the *Just Checking Checklist* and will identify steps they need to use to accomplish their goals to improve academic achievement.

Lesson Preparation

Essential Questions:

What choices do you make that impact your success as a student?

Engagement (Hook):

Counselor/instructor will read the *Introduction to the Just Checking Lesson*.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. After reading the "*Introduction to Just Checking Lesson"*	1. Students will divide into groups of two to think/pair/share.
2. Ask students to write their definitions of a "management system" (think), discuss their writing with their partners (pair/share). Large Group (Public) Sharing: Generate a public list of definitions. Link students' definitions of management system to individual differences in planning/self-management styles.	2. Students will write their definitions of management system (Think on own); discuss writing with a partner (Pair/Share); and contribute to the public list of definitions.
3. Distribute Effective Management Tips (Handout 1) to students. Allow time for students to read handout and to formulate questions and/or comments. Provide opportunity for students for students to ask questions and make comments about components of effective time-management systems. Ask students to compare their current time-management system to those listed on the handout. NOTE: If your district has adopted a planner system for students (e.g. Franklin Covey Student Planners), use that system for this lesson.	3. Students identify and discuss any discrepancies between the model and their personal management systems.
4. Hand out the *Just Checking Checklist* and ask students to complete it using their personal management system as the basis for completion of the checklist.	4. Students will complete the checklist (think on own); discuss results with their partners (Pair/Share).
5. Using the *Tips for Setting Goals* information sheet as a basis for discussion, ask students to set realistic goal(s) based upon perceived strength and weaknesses from student checklists.	5. Students will determine goals and write them on the checklist with steps for achieving the goals. Set a goal… Take The steps… GET IT DONE!!

Teacher Follow-Up Activities

Teacher determines 4 to 5 follow-up dates for filling out subsequent checklists to assess student progress toward goals. This can be done daily or weekly for a prescribed period of time. Teacher will facilitate student reflection on progress and work with him/her to set a new goal based on checklist information.

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Counselor reflection notes (completed after the lesson)

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Counselor Resource

Introduction to "Just Checking" Lesson

School and homework! Activities and chores! Sleeping and eating! Ack! Do you feel that everything is piling up? Are you out of control!?!

Wouldn't it all be easier if time were like a DVD that you could slow down, speed up, fast-forward, or rewind? Or have you wished that time was like an arcade game, and when your time was up, you could just drop in some change and get more?

Well we can't change the speed of time or get more. What we CAN do, however, is manage our use of the 24 hours each of us is given everyday of our lives. This means that we:

- Consider everything we HAVE to do and WANT to do.
- Understand how much time each activity will take.
- Make a plan that helps us get through the day, week, or month without running around like a total wacko!

Hold your hand up if the "Out of Control Time Monster" is taking over your life… I have news for you… You can control your Time Monster, AND…If you learn to tame the time monster, you might be surprised at how much you can get done. The real reward, however, is that you'll probably feel less stressed, make better grades, and be happier. Wouldn't that be nice? ☺

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Handout

Effective Time Management Tips
The Key to Success in Middle School/Junior High

What management system are you using now? Even if you think you don't, you do have a system in place. How does your system measure up against the following system?

Do you:

* **Use your planner everyday**
* **Review your planner every week at the beginning of the week to help plan your week**
* **Write down something in your planner for every subject (e.g., homework for the next day, assignments for the week {pages to read, questions to answer, and date assignments are due}, upcoming test dates and special project due dates, etc.)**
* **Write clearly and neatly.**
* **Refer to your planner before you go home at the end of the day to make sure you have everything you need (necessary books, folders, study guides, class notes)**
* **Set weekly goals for yourself and write them down in your planner.**
* **List helpful resources in your planner (e.g., websites, phone numbers of study buddies, homework hotline information, etc.)**
* **Schedule time in your planner to study for each test**
* **Set aside a homework time everyday with no distractions—no phone, no TV**
* **If there is no specific assignment, you can read over your class notes, make math flash cards, or READ!**
* **Use study halls to study**
* **Ask for help as soon as you realize you don't understand**
* **Keep all assignments, handouts, tests, etc., that are given back**
* **Always record assignments as soon as they are given**
* **Always use study time**
* **Form a study group**
* **Take notes and keep them organized and labeled**
* **Do your best on every assignment**

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Just Checking Checklist

Rate your use of the following components on a scale of 1-5, using your current management system.

I never do it.	I do it once in awhile (making progress).	I do it sometimes for some classes.	I do it sometimes for all classes.	I do it every day for all classes.
1	2	3	4	5

1. I write my assignments in my planner, including pages to read, questions to answer, and date assignments are due.

1	2	3	4	5

2. I understand what I have written in my planner.

1	2	3	4	5

3. I use my planner to get necessary books/materials home.

1	2	3	4	5

4. I write important test dates/project due dates on my master calendar.

1	2	3	4	5

5. I review my planner before the start of the week and plan my week.

1	2	3	4	5

6. I write down my weekly goals. (*Goals written are more likely attained.)*

1	2	3	4	5

7. I list helpful resources in my planner, such as websites, phone numbers of study buddies, homework hotline information, etc.

1	2	3	4	5

8. I schedule time in my planner to study for each test.

1	2	3	4	5

What is working well for you?

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Tips for Setting Goals

1. Goals must be clear and describe exactly what you want or will do.

2. Goals must be personal. They must be about you, not someone else.

3. Goals must be measurable. You need to know when you have achieved your goal.

4. Goals must have realistic time limits.

5. Goals must be manageable. Divide big goals into several, attainable goals or tasks. This will enable you to experience results in a shorter period of time and will help you feel like you are making progress.

6. Goals must be stated in positive rather than negative terms. (I *will* do something rather than I *won't* do something.)

7. Goals must be written down. People are more likely to achieve goals that are in writing. Written goals can be reviewed regularly, and have more power. Like a contract with yourself, they are harder to neglect or forget.

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Goal Setting Activity Sheet

Think about what you need to do differently to attain success as a student. Set goal(s) and take action, be the successful student you are meant to be.

GOAL 1: _____

What action steps will you take to accomplish your goal?

Step 1 _____

Step 2 _____

Step 3 _____

GOAL 2: _____

What action steps will you take to accomplish your goal?

Step 1 _____

Step 2 _____

Step 3 _____

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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: The Successful Student Students will participate in group discussions involving self-management skills, study skills, learning styles, goal-setting, and test-taking strategies. 6th Grade lessons include strategies that help students explore the characteristics and skills of successful learners and strategies designed to help students identify their learning styles. 7th Grade lesson is designed to help students become familiar with the purposes Self-Management Skills, Study Skills and Test-taking Skills. 8th Grade: As a summative activity, students will evaluate their current management, study, and test-taking skills using the survey and performance activity, *Getting Your Grades Together*. NOTE: The counselor/instructor has some latitude with this unit. Some may wish to use *Getting Your Grades Together* for pre- and post-assessment. Others may wish to introduce this activity at the beginning of 6th grade and again at the conclusion of 8th grade. Still others may use this survey throughout the middle school process. The short-answer and essay questions are designed for the post-test phase at the end of 8th grade, but may be omitted when using the survey for earlier grades. The counselor/instructor may want to use the survey information to work with at-risk students to discuss student perceptions versus student performance.	**SUGGESTED UNIT TIMELINE:** 4 Lessons **CLASS PERIOD (min.):** 45 minutes each

ESSENTIAL QUESTIONS:

1. What does a successful student look like?
2. What choices do you make that impact your success as a student?
3. Why don't we all learn the same way on the same day?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will describe five qualities and/or characteristics of a successful student.		AD.4.A.06: Develop and practice		RI.6.1 RI.6.4	AD A Students will	DOK – 3

		study skills and test-taking strategies specific to each academic area and identify available resources. AD.4.B.06: Develop and practice a self-management system to promote academic success. AD.4.A.07: Demonstrate and refine study skills and test-taking strategies utilizing available academic resources. AD.4.B.07: Demonstrate and refine a self –management system to promote academic success. AD.4.A.08: Consistently apply a system of study skills and test-taking strategies to promote academic success. AD.4.B.08: Consistently apply a self-management system to promote academic success.		W.6.1 W.6.2 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK – 4 DOK – 3 DOK – 3 DOK - 4 DOK – 4
2. The student will write a paragraph describing his/her individual learning style and cite three ways his/her academic achievement can improve using learning style strategies.		AD.4.A.06. AD.4.B.06 AD.4.A.07. AD.4.B.07 AD.4.A.08 AD.4.B.08		RI.6.1, 4 W.6.1, 2 SL.6.1 L.6.1-6	AD A	DOK – 3 DOK – 4 DOK – 3 DOK – 3 DOK – 4 DOK - 4

3. The student will identify two or more skills in the categories of study skills, test-taking skills, and self-management skills.		AD.4.A.06 AD.4.B.06 AD.4.A.07 AD.4.B.07 AD.4.A.08 AD.4.B.08		RI.7.1 RI.7.4 SL.7.1 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6	AD A	DOK – 3 DOK – 4 DOK – 3 DOK – 3 DOK – 4 DOK – 4
4. The student will develop two academic success goals and three action steps that can be utilized to accomplish each goal.		AD.4.A.06 AD.4.B.06 AD.4.A.07 AD.4.B.07 AD.4.A.08 AD.4.B.08		RI.8.4 W.8.1 W.8.10 SL.8.1 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	AD A	DOK – 3 DOK – 4 DOK – 3 DOK – 3 DOK – 4 DOK - 4

ASSESSMENT DESCRIPTIONS*:

Getting Your Grades Together survey and performance activity. Summative Assessment will take place during the 8th grade lesson. Learners will assess their own study skills via the *Getting Your Grades Together* survey. After assessing their skills, students will write an essay describing their plans for applying what they have learned in middle school to high school work. Essays will include the following elements: Discussion of strengths and limitations in the areas of: Self-Management Skills; Study Skills, and Test-taking skills and the steps to personal success in each skill area. This will be a formal essay and follow the conventions of standard English. To add interest, essay may be written as a letter to self.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based):** **(Teacher Methods)**
	__x___ Direct __x___ Indirect __x___ Experiential __x___ Independent study __x___ Interactive Instruction
1 2 3 4	See Lessons: Grade 6: Lesson 1 Picturing the Successful Student Lesson 2 What's Your Style? Grade 7: Lesson 3 Let's Review for Better Achievement

	Grade 8: Lesson 4 Just Checking
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	See Lessons: Grade 6: Lesson 1 Picturing the Successful Student Lesson 2 What's Your Style? Grade 7: Lesson 3 Let's Review for Better Achievement Grade 8: Lesson 4 Just Checking

Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
__x___ Structured Overview (Ls. 4) _____ Lecture __x___ Explicit Teaching (Ls. 4) _____ Drill & Practice __x___ Compare & Contrast (Ls.2- 4) _____ Didactic Questions _____ Demonstrations __x____ Guided & Shared - reading, listening, viewing, thinking (Ls. 1-2-3-4)	___x__ Problem Solving (Ls. 3) ___x__ Case Studies (Ls. 3) _____ Reading for Meaning _____ Inquiry __x___ Reflective Discussion (Ls.1-2-3- 4) _____ Writing to Inform _____ Concept Formation __x___ Concept Mapping(Ls. 3) _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building ___x__ Surveys (Ls.2- 4)	___x__ Essays (Ls. 2) _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons ___x__ Learning Contracts (Ls. 4) _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels __x___ Brainstorming (Ls. 1-3-4) _____ Peer Partner Learning ___x__ Discussion (Ls. 1) _____ Laboratory Groups ___x__ Think, Pair, Share (Ls. 1-4) ___x__ Cooperative Learning (Ls. 1) _____ Jigsaw ___x__ Problem Solving (Ls. 3) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ 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: Moving On…Transitioning to the High School **Grade Level:** 8

Number of Lessons in Unit: 2

Time Required for each lesson: 50 minutes

Best time of year to implement this Unit: second semester

Lesson Titles:

Lesson # 1: Give Yourself Some Credit

Materials/Special Preparations Required

- District high school level course description book
- High school graduation requirements
- Extracurricular offerings
- Sample completed Personal Plan of Study (Four Year Plan) for all post secondary options
- Pencil/paper or index cards for each student

Lesson # 2: Options and Extras!!! Learn All About It!!!

Materials/Special Preparations Required – Students will bring the following materials that were distributed during Lesson 1:

- District high school level course description book
- High school graduation requirements
- Extracurricular offerings
- Sample completed Personal Plan of Study (Four Year Plan) for all post secondary options
- Core / Elective Activity Sheet
- Checklist / Short Answer Questionnaire
- Questions about High School Activity Sheet
- Student questions from previous lesson

Missouri Comprehensive Guidance and Counseling Big Idea:

AD.5 Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):

AD.5.A.08: Identify the information and skills necessary to transition to high school (DOK Level – 2)

American School Counselor Association National Standard (ASCA):

Academic Development

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

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

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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
	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 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. explore, prepare for and seek educational and job opportunities

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

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

Unit Essential Questions:

How do you feel about new experiences?

Unit Measurable Learning Objectives:

The student will identify five skills necessary to transition to high school.

The student will list three questions they have about high school based on the results of their checklist.

The student will confirm their understanding of graduation requirements, credits, core classes, and electives, and GPA by completing the *Moving On* Checklist.

The student will list five extra-curricular activities they are interested in.

The student will list three questions they have about high school based on the results of their checklist.

Unit Instructional Strategies/Instructional Activities:

X_ Direct (Structured Overview; Lecture; Compare & Contrast)
X_ Indirect (Inquiry; Writing to Inform; Concept Formation)
___Experiential
X_ Independent Study (Homework)
X_ Interactive Instruction (Discussion; Think, Pair, Share)

Unit Summative Assessment (acceptable evidence):

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

Checklist/Short Answer Questionnaire (Found in Lesson 2)

True, active assessment will take place during the development of the Personal Educational Plan. The development of the Personal Plan of Study (Four Year Plan) will take place after both lessons are presented It is advised that the counselor meet with each student individually to develop and/or finalize each student's Personal Educational Plan.

Brief Summary of Unit:
Students will explore the similarities and differences between middle and high school and they will be introduced to a variety of high school concepts such as: academic credits, the differences between core and elective credits, the number of credits needed for promotion, extracurricular offerings, and the meaning of grade point average and how it correlates with credits and participation in extracurricular activities

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students will need to know the elements of planning for future (e.g.: goal-setting), how to complete the selected graphic organizer, the local organizational structure of middle school and high school (e.g.: block scheduling). They will need to have heard information about high school from other sources.

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Unit 1 Title: Moving On…Transitioning to High School

Lesson Title: Give Yourself Some Credit **Lesson:** 1 of 2

Grade Level: 8 **Length of Lesson:** 50 minutes

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

Grade Level Expectation (GLE):
AD.5.A.08: Identify the information and skills necessary to transition to high school.

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)

District high school level course description book
High school graduation requirements
Extracurricular offerings
Props for Hook
Sample completed *Personal Plan of Study (Four Year Plan)* for all post secondary options
Pencil/paper/index card for each student

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

X	Goal 1: Gather, analyze and apply information and ideas 6. discover and evaluate patterns and relationships in information, ideas and structures 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	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 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. explore, prepare for and seek educational and job opportunities

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

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

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify five skills necessary to transition to high school.

The student will list three questions they have about high school based on the results of their checklist.

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 final assessment (checklist) for this lesson will be completed at the end of lesson 2.

Lesson Preparation

Essential Questions:
How do you feel about new experiences?

Engagement (Hook):
(Counselor wears cap and gown like one that would be worn at their high school's graduation ceremony.) What do these items represent? Is this the end of transition in life? (Counselor could have a variety of props to demonstrate the ongoing transitions in life (a business suit or Master's hood, or other professional apparel or accessories).

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will ask the students to compare and contrast the similarities and differences between middle school and high school using a graphic organizer (such as a Venn Diagram, T chart, etc.) either individually or in small groups.	1. Using current knowledge, students will complete the selected graphic organizer to compare middle school and high school.
2. The counselor will facilitate a discussion of the information presented by students from the graphic organizers. The counselor will distribute copies of the individual planning guide/course description booklets, high school graduation requirements, extra curricular	2. Students actively participate in counselor-facilitated discussion. All students are encouraged to respond with what they already know about high school from a variety of sources.

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offerings, and sample completed Personal Plan of Study for all post secondary options. Discussion will include graduation requirements, credits, class choices (core/electives), extracurricular options, and requirements/guidelines specific to your district.	
3. The counselor will lead the class in a discussion specific to graduation requirements and earning of credits.	3. Students will ask questions for clarification.
4. To close the lesson, the counselor will ask students to discuss graduation requirements with a partner and identify one thing they learned and one thing about which they still have questions. The counselor will direct students to record responses for submission. (The counselor will save the questions submitted to refer to in the next lesson. It will be helpful for the counselor to review the students' questions before the next lesson so resources can be located to answer specific questions.)	4. Each student will discuss with his/her partner what was learned today and one thing he or she still want to learn. Students will record responses on a index card or notebook paper and turn in to the counselor.
5. Counselor will ask students to keep the distributed materials (individual planning guide/course description booklet, graduation requirements, etc…) for use during lesson 2. Students are encouraged to review the material on their own time, and bring the material back for use during lesson 2.	5. Students will review material to generate questions for lesson 2.
6. Counselor will distribute question worksheet.	6. Students will write three questions they have about high school.

Teacher Follow-Up Activities

The teacher will review the information from the lesson with students throughout the week.

Counselor reflection notes (completed after the lesson)

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Unit # 1 Title: Moving On…Transitioning to High School

Lesson Title: Options and Extras!!! Learn All About It! **Lesson:** 2 of 2

Grade Level: 8

Length of Lesson: 50 minutes

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

Grade Level Expectation (GLE):
AD.5.A.08: Identify the information and skills necessary to transition to high school.

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)

Students will bring the following materials that were distributed in lesson one:
District high school level course description book
High school graduation requirements
Extracurricular offerings
Sample completed *Personal Plan of Study (Four Year Plan).* for all post-secondary options
Core/Elective Activity Sheet
Checklist/Short Answer Questionnaire
Questions about High School Activity Sheet
Student questions from previous lesson

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	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 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	Participating in formal and informal presentation and

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		discussion of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will confirm their understanding of graduation requirements, credit, core classes, and electives, and GPA by completing the *Moving On* checklist.

The student will list five extra-curricular activities they are interested in.

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.
Self-assessment using *Checklist/Short Answer Questionnaire*

Lesson Preparation

Essential Questions: What is the process of transitioning and why is it important?

Engagement (Hook): Use a variation of the hook from lesson #1 (e.g., recording of *Pomp and Circumstance*, diploma, photos of graduates throwing hat in the air).

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will review information from the previous lesson. Review peer sharing about what students learned and what they still wanted to know. The counselor will address questions (written on index cards) that arose in the previous lesson by answering specific questions or referencing the questions when new material is presented in this lesson.	1. Students will ask questions that arose during peer discussion.
2. The counselor will have students open the course description book and discuss the differences such as core and elective	2. Students will use the *Core/Elective Activity Sheet* to identify courses required of all students and elective courses related to a

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credits, fine arts and practical arts. .	current career goal.
3. The counselor will introduce extra-curricular activities and how they support academics. Relate credits, grade point average, and participation in extra-curricular activities to total success (i.e. all work and no play makes Jack a dull boy.).	3. Participate in discussion and ask questions as needed.
4. The counselor will distribute the *Moving On…..Transitioning to the High School* Checklist. The counselor will collect the Checklists upon completion, and review each one before meeting individually with students to develop and/or finalize each student's *Personal Plan of Study*. Counselor will address additional questions during the individual meeting.	4. Student will complete the worksheet *Moving On…. Transitioning to the High School* Checklist. And turn it in to the counselor. Students will make appointments with the school counselor to develop and/or finalize his/her *Personal Plan of Study*. Between the end of lesson 2 and the appointment with the counselor, the student will begin the development of his/her *Personal Plan of Study*. Ideally, the students will involve his/her parents in this process.

Teacher Follow-Up Activities

Review the information discovered during classroom guidance lesson with the classroom teacher.

Optional Follow Up Activity: Counselor will either meet with parents individually or as a group to discuss the student's *Personal Plan of Study*.

Counselor reflection notes (completed after the lesson)

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Name: _____ Date: _____

Core or Elective?

Core Courses
(required of all students)

Elective Courses
(related to current career goals)

Academic Area	Course Title	Academic Area	Course Title

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Name: _____ Date: _____

Moving On…Transitioning to the High School Checklist

Read each statement below and mark the appropriate column.

1 = Yes
2 = No
3 = I need more information

Statements	**YES**	**NO**	**Need Info**
1. I know how many credits are required for graduation from high school.	1	2	3
2. I know what a credit is.	1	2	3
3. I know the difference between a core class and an elective class.	1	2	3
4. I know what a grade point average is.	1	2	3

List 5 extracurricular activities that are offered at the high school. Mark with asterisk (*) the activities of interest.

_____

_____

_____

_____

_____

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Name: _____ Date: _____

Questions About High School

List questions you have about High School:

_____

_____

_____

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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: Moving On…Transitioning To High School Students will explore the similarities and differences between middle and high school, and they will be introduced to a variety of high school concepts such as: academic credits, the differences between core and elective credits, the number of credits needed for promotion, extracurricular offerings, and the meaning of grade point average and how it correlates with credits and participation in extracurricular activities.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD:** 50 minutes each

ESSENTIAL QUESTIONS:

1. How do you feel about new experiences?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	**CCSS LEARNING GOALS (Anchor Standards/Clusters)**	**CROSSWALK TO STANDARDS**				
		GLEs/CLEs	**PS**	**CCSS**	**OTHER ASCA**	**DOK**
1. The student will identify five skills necessary to transition to high school.		AD.5.A.08: Identify the information and skills necessary to transition to high school.		SL.8.1 SL.8.2 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 2
2. The student will confirm their understanding of graduation requirements, credit, core classes, and electives, and GPA by completing the *Moving On* checklist.		AD.5.A.08		SL.8.1 SL.8.2 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6 RST.6-8.2 RST.6-8.4	AD A	Level 2

3. The student will list five extracurricular activities they are interested in.		AD.5.A.08		SL.8.1 SL.8.2 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	AD A	Level 2
4. The student will list three questions they have about high school based on the results of their checklist.		AD.5.A.08		SL.8.1 SL.8.2 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	AD A	Level 2

ASSESSMENT DESCRIPTIONS*:
Checklist / Short answer questionnaire

True, active assessment will take place during the development of the Personal Educational Plan. The development of the Personal Plan of Study (Four Year Plan) will take place after both lessons are presented It is advised that the counselor meet with each student individually to develop and/or finalize each student's Personal Educational Plan.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X__ Direct __X__ Indirect _____ Experiential __X__ Independent study __X__ Interactive Instruction
1 2 3 4	See Lessons: Lesson 1 Give Yourself Some Credit Lesson 2 Options and Extras!!! Learn All About It!!!

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4	See Lessons: Lesson 1 Give Yourself Some Credit Lesson 2 Options and Extras!!! Learn All About It!!!				
	Direct: __X___Structured Overview (Ls. 1) __X___Lecture (Ls. 1) _____ Explicit Teaching _____ Drill & Practice __X___Compare & Contrast (Ls. 1) _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	**Indirect:** _____ Problem Solving _____ Case Studies _____ Reading for Meaning __X__ Inquiry (Ls. 1, 2) _____ Reflective Discussion __X__ Writing to Inform (Ls. 1, 2) __X___ Concept Formation (Ls. 2) _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts __X___ Homework (Ls. 1) _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning __X___ Discussion (Ls. 1) _____ Laboratory Groups __X___ Think, Pair, Share (Ls. 1) _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ 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: Planning for Life **Grade Level:** 8

Number of Lessons in Unit: 3

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Late Spring Semester

Lesson Titles:

Lesson 1: Finding My Career Direction

Materials/Special Preparations Required:

- Student Career Folder
- *Career Clusters Sheet*
- *High School Vocabulary Sheet*
- High School Students/Mentors to perform Pitfalls Skit
- Paper and Writing Instrument

Lesson 2: Mapping My Career Direction

Materials/Special Preparations Required:

- Student Career Folder with Graphs (Grade 7) and Missouri Connections or other Interest Inventories Results
- *High School Vocabulary Sheet*
- *Career Clusters Sheet*
- My Chosen Career Cluster Plan of Action Template and Sample
- Paper and Writing Instrument

Lesson 3: My Four to Six Year Plan (My Personal Plan of Study)

Materials/Special Preparations Required:

- District Graduation Requirements
- District A+ Planner
- District 4-Year Plan Template (Personal Plan of Study)
- District Course Descriptions
- *High School Vocabulary Sheet*
- *Career Clusters Sheet*
- High School Students/Mentors,
- Completed Student Career Folders
- Teacher Recommendations
- Paper and Writing Instrument

Missouri Comprehensive Guidance Counseling Big Idea:

AD.6: Developing and Monitoring Personal Plan of Study.

Grade Level Expectation (GLE):

AD.6.A.08: Recognize the importance of an educational plan. (DOK Level - 4)

American School Counselor Association National Standard (ASCA):

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Academic Development B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

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

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 6. apply communication techniques to the job search and to the workplace
X	Goal 3: recognize and solve problems 8. assess costs, benefits, and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. explain reasoning and identify information used to support decisions 5. develop, monitor and revise plans of action to meet deadline and accomplish goals 8. explore, prepare for and seek educational and job opportunities

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. speaking and writing standard English 4. writing formally and informally 6. participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How does academic performance affect later career/education choices?

Unit Measurable Learning Objectives:

The student will write a journal entry about one career cluster that matches his/her interests. The student will write a paragraph identifying information about the career cluster of his/her choice and at a least four high school classes, which correspond with the chosen cluster. The student will complete a personal plan of study.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Explicit Teaching) ____ Indirect

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____ Experiential
_X_ Independent Study (Journals; Learning Activity)
__X_ Interactive Instruction (Role Playing)

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 complete a personal plan of study.

Brief Summary of Unit:

In this unit students will use information about self and careers gained in grades six through eight to successfully complete and evaluate a four to six year plan with the assistance of the middle school and high school counselors, as well as high school student mentors.

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

Students need to have developed a general knowledge of self and have a realistic view of their academic standing, career interests, etc.

Students will need to review specialized career vocabulary presented in sixth grade that also applies to this lesson.

Students will need to be aware of the different career clusters, graduation requirements and basic requirements for any post-secondary plans.

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Unit # 1 Title: Planning for Life

Lesson Title: Finding My Career Direction **Lesson:** 1 of 3

Grade Level: 8

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.08: Design a personal plan of study.

American School Counselor Association National Standard (ASCA):
Academic Development
B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.

Materials (include activity sheets and/ or supporting resources)

High School Vocabulary Sheet
Career Clusters Sheet
High school students/mentors to perform Pitfalls Skit
Student Career Folder
Paper and Writing Instrument

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

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs and outlines) for analysis or presentation. 10. apply acquired information, ideas and skills to different contexts as students, workers citizens and consumers.
X	Goal 2: Acquire the knowledge and skills to communicate effectively within and beyond the classroom. 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 6. apply communication techniques to the job search and to the workplace
X	Goal 3: recognize and solve problems 8. assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. explore, prepare for and seek educational and job opportunities

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	1. speaking and writing standard English
	Mathematics	

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	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will write a journal entry about one career cluster that matches his/her interests.

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 write a journal entry about the career cluster of his/her choice.

Lesson Preparation

Essential Questions:

What special vocabulary will I need to know in high school and in the world of work?
To what extent do choices made and opportunities missed or taken impact short and long-term goals?
How does academic performance affect later career/education choices?

Engagement (Hook):

High school students perform skit Pitfalls

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. High school students, serving as mentors, will perform a skit entitled Pitfalls.	1. Students watch presentation and then think of other pitfalls they might experience due to poor choices in middle school.
2. Distribute High School Vocabulary Sheet.	2. Students review and discuss their understanding of the High School Vocabulary Sheet.
3. Counselor distributes and reviews the career clusters sheet and discusses post-secondary options.	3. Students discuss the career clusters and post-secondary options.
4. Counselor provides assistance and answers questions that students may have about choosing a career cluster.	4. Students use the knowledge they have acquired to choose a career cluster that aligns with their current interests.

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5. Counselor instructs students to write a journal entry personalizing the career cluster activity.	5. Students write a journal entry personalizing the career cluster activity.

Teacher Follow-Up Activities

All student work should be filed in student's career folder or portfolio (or teacher identified filing process) for future use.

Counselor reflection notes (completed after the lesson)

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High School Vocabulary

Credits/hours

Graduation requirements

A+ Program

Prerequisite

Core elective

Core requirement

Elective

College prep class

Career cluster

Practical art

Fine art

GPA

Technical classes

Four to six year plan

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Pitfalls

Student 1: What's the matter with you?

Student 2 (crying): My whole life is ruined! I just found out I may not get accepted into the school I want!

Student 1: Geez, what happened?

Student 2: Well, it seems that the school I want to go to expects me to have already taken algebra, algebra II, geometry, calculus and trigonometry…in high school!

Student 3: Hey! I know you're an excellent student. I sat behind you in geometry. I don't think you ever missed a single problem.

Student 2: Yeah, well that's after I woke up. I didn't do very well in sixth grade, so I was put in 7th grade math instead of pre-algebra….and that meant I had to take pre-algebra as an 8th grader….and so on! Next year, as a senior I will be one class behind to meet my career goal. Ugh!

Student 3: Well, all may not be lost. Sure, it would have been better if you had planned it all out, but according to the counselor there are other options. It might be as simple as just having to take a dual-enrollment class next year.

Student 2: Really?

Student 3: Well, you'd better ask the counselor, but I think it would work. Now if I had as easy a solution to my problem.

Student 1: What's the matter with you?

Student 3: Well, I would be earning all sorts of honors in vocational agriculture if I had entered the program as a freshman. Now, like her, I'm behind. I never thought it would make that much difference. I'll do well, but I could have done better if I had planned it all out ahead.

Student 1: Looks like planning is very important—kind of like Lewis & Clark as they made their way across the United States. Do you think they just started out every day of the expedition not knowing what course they would take…..just seeing where they happened to end up?

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Student 2: I'm telling all my younger cousins and my little sister that planning is essential….and that what you do in middle school really ***can*** effect high school…even college!

Student 3: Well, don't forget to tell them to ask a counselor if in doubt. I've heard they're good at helping kids find their way.

Student 2: Oh don't worry…in fact I'm headed to see the counselor right now! Dual enrollment, huh?…….

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Unit # 1 Title: Planning for Life

Lesson Title: Mapping My Career Direction **Lesson:** 2 of 3

Grade Level: 8

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.08: Design a Personal Plan of Study.

American School Counselor Association National Standard (ASCA):
Academic Development
B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.

Materials (include activity sheets and/ or supporting resources)

Student Career Folder with Graphs (Grade 7) and Missouri Connections or other Interest Inventories Results
High School Vocabulary Sheet
Career Clusters Sheet
My Chosen Career Cluster Plan of Action Template and Sample
Paper and Writing Instrument

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

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs and outlines) for analysis or presentation.
X	Goal 2: acquire the knowledge and skills to communicate effectively within and beyond the classroom. 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 6. apply communication techniques to the job search and to the workplace
X	Goal 3: recognize and solve problems 8. assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. explore, prepare for and seek educational and job opportunities

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. speaking and writing standard English 4. writing formally and informally

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		6. participating in formal and informal presentations and discussions of issues and idea
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will write a paragraph identifying information about the career cluster of his/her choice and at a least four high school classes, which correspond with that choice.

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 write a paragraph identifying the career cluster of his/her choice and a plan to reach his/her career goal.

Lesson Preparation

Essential Questions:

How does knowledge of myself influence and assist in the attainment of my goals? To what extent do choices made and opportunities missed or taken impact short and long-term goals?

Engagement (Hook):

Visit from high school counselor for a get acquainted time. (5-10 min.)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Middle school counselor will introduce high school counselor(s).	1. Students become acquainted with and have an opportunity to ask questions of the high school counselor.
2. After conversation with high school counselor students review career portfolios/folders, including interest inventories, review of self-evaluations, graphs, etc.	2. Students review their career portfolios and assess what information will assist them in developing their Personal Plan of Study.
3. Counselor assists students in completing the *Choosing My Career Cluster* worksheet.	3. Students use the information from their career portfolios to complete the *Choosing My*

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	Career Cluster.
4. Counselor will lead a discussion regarding successful performance in classes.	4. Students will show their understanding of the importance of succeeding in classes through class discussion
5. Instruct students to write a paragraph describing their career cluster choice and how they plan to achieve this by including classes they will need to take in high school.	5. Students will write a paragraph describing their career cluster choice.

Teacher Follow-Up Activities

All student work should be filed in student's career folder for future use.

Counselor reflection notes (completed after the lesson)

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CHOOSING MY CAREER CLUSTER

My Chosen Career Cluster…

____Health Services_____

The Career I think I would like….

____Registered Nurse (B.S.N.)_____

The Path I Will Take to Meet That Goal….

SCHOOL-TO WORK	2 YEAR/VOCATIONAL SCHOOL	4 YEAR COLLEGE
_____	_____	University of MO-Columbia

Some classes I will need to include in my 4 to 6 year plan to meet this career goal:

1. Biology
2. Chemistry
3. Health Occupations
4. Algebra
5. Geometry
6. Algebra II
7. Calculus
8. Anatomy & Physiology
9. _____
10. _____

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CHOOSING MY CAREER CLUSTER

My Chosen Career Cluster…

_____

The Career I think I would like….

_____

The Path I Will Take to Meet That Goal….

SCHOOL-TO WORK	2 YEAR/VOCATIONAL SCHOOL	4 YEAR COLLEGE
_____	_____	_____

_____
Career Goal

Some classes I will need to include in my 4 to 6 year plan to meet this career goal:

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

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High School Vocabulary

Credits/hours

Graduation requirements

A+ Program

Prerequisite

Core elective

Core requirement

Elective

College prep class

Career cluster

Practical art

Fine art

GPA

Technical classes

Four to six year plan

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Unit # 1 Title: Planning for Life

Lesson Title: My Four to Six Year Plan (My Personal Plan of Study) **Lesson:** 3 of 3

Grade Level: 8

Length of Lesson: 30 min.

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

Grade Level Expectation (GLE):
AD.6.A.08: Design a Personal Plan of Study.

American School Counselor Association National Standard (ASCA):
Academic Development
B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.

Materials (include activity sheets and/ or supporting resources)

High School Students/Mentors
Student's Completed Career Folder
District 4-Year Plan Template (Personal Plan of Study)
District Graduation Requirements
District Course Descriptions
District A+ Planner
Career Cluster Sheet
Teacher Recommendations
High School Vocabulary List
Paper and Writing Instrument

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

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs and outlines) for analysis or presentation.
X	Goal 2: Acquire the knowledge and skills to communicate effectively within and beyond the classroom. 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 6. apply communication techniques to the job search and to the workplace
X	Goal 3: recognize and solve problems 8. assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. explore, prepare for and seek educational and job opportunities

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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 4. writing formally and informally 6. participating in formal and informal presentations and discussions of issues and idea
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will complete a Personal Plan of Study.

Lesson Formative Assessment (acceptable evidence):

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

The student will complete a Personal Plan of Study and a journal entry about his/her educational and career goals.

Lesson Preparation

Essential Questions:

What plans do I need to make to reach my career goals?

What classes will I need to take in high school to follow my chosen career cluster?

Engagement (Hook):

High school mentors start off the class by sharing their experiences with developing their 4 to 6 year plans. (5-10 min)

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor will introduce high school mentors. Mentors will spend approximately 5-10 minutes sharing their experiences about developing and revising their 4 to 6 year plan as well as the concerns, worries and joys they experienced during this stage of their education.	1. Students become acquainted with mentors and have an opportunity to see high school through their eyes.
2. Counselor facilitates students' review of their career portfolios/folders, including	2. Students review their career portfolios and use the information to assist them in

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interest inventories, self-evaluations, graphs, and teacher recommendations for classes.	developing their 4 to 6 year plans. They work one-on-one with student mentors who will assist them.
3. Counselor goes over personal plan of study step by step while student mentors assist. The counselor remains available to answer any questions with which the mentors need assistance.	3. Students work toward completion of their plan.
4. Counselor instructs students to write a journal entry for their career folder regarding their goals and personal plan of study.	4. Students write a journal entry for their career folder e.g.: "My hopes for my future."

Teacher Follow-Up Activities

All student work should be filed in student's career folder for future use.
The counselor may choose to invite the high school mentors back if students are unable to finish in the time allowed. This will allow for follow-up questions.

The high school counselor(s) will review the 4 to 6 year plans and middle school and high school counselors may work together to set up a parent night to share the student's completed plans and address transition into the high school.

Counselor reflection notes (completed after the lesson)

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High School Vocabulary

Credits/hours

Graduation requirements

A+ Program

Prerequisite

Core elective

Core requirement

Elective

College prep class

Career cluster

Practical art

Fine art

GPA

Technical classes

Four to six year Plan

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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: Planning for Life In this unit students will use information about self and careers gained in grades six through eight to successfully complete and evaluate a four to six year plan with the assistance of the middle school and high school counselors, as well as high school student mentors.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. How does academic performance affect later career/education choices?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will write a journal entry about one career cluster that matches his/her interests.		AD.6.A.08: Design a Personal Plan of Study		RI.8.4 W.8.2 W.8.7 W.8.9 SL.8.1 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	AD B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.	Level 4
2. The student will write a paragraph identifying information about the career cluster of his/her choice and at a least four high school classes which correspond with the chosen path.		AD.6.A.08		RI.8.4 W.8.2 W.8.7 W.8.9 SL.8.1	AD B	Level 4

				L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6		
3. The student will complete a personal plan of study.		AD.6.A.08		SL.8.1 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	AD B	Level 4

ASSESSMENT DESCRIPTIONS:

The student will complete a personal plan of study.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X__ Direct _____ Indirect _____ Experiential __X__ Independent study __X__ Interactive Instruction
1 2 3	See Lessons: Lesson 1 Finding My Career Direction Lesson 2 Mapping My Career Direction Lesson 3 My Four to Six Year Plan (My Personal Plan of Study)
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: Lesson 1 Finding My Career Direction Lesson 2 Mapping My Career Direction Lesson 3 My Four to Six Year Plan (My Personal Plan of Study)

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture ___X__ Explicit Teaching	_____ Problem Solving _____ Case Studies	_____ Field Trips _____ Narratives	_____ Essays _____ Computer Assisted	_____ Debates __X_ Role Playing (Ls. 1)

	(Ls. 1) _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	_____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	Instruction __X__ Journals (Ls. 1, 2, 3) _____ Learning Logs _____ Reports __X__ Learning Activity Packages (Ls. 2, 3) _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Panels _____ Brainstorming _____ Peer Partner Learning _____ Discussion _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

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

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

Unit # 1 Title: How Does Who I Am, Relate to Planning for High School and Beyond? **Grade Level:** 8

Number of Lessons in Unit: 2

Time Required: 50 Minutes

Lesson Titles:

Lesson 1: Mapping It Out (Part 1)

Materials/Special Preparation

Students' Personal Plans of Study/Career Portfolios. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed activity sheets, assessment results and reflection papers. The availability of this cumulative information is a key to the effectiveness of the strategies in this unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews.

Highway maps or access to Google Maps, MapQuest, etc.

Activity Sheet: *Resource: Portfolio Contents Checklist*

Activity Sheet: *Mapping It Out – Where You've Been and Where You Are Now*

Lesson 2: Putting It all Together: The Personal Plan of Study

Materials/Special Preparation

Students' Personal Plans of Study/Career Portfolios. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed activity sheets, assessment results and reflection papers. The availability of this cumulative information is a key to the effectiveness of the strategies in this unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews.

Completed *Resource Checklist* and *Mapping It Out* activity sheets from previous lesson.

Activity Sheet: *Mapping Out Your Personal Plan of Study* or online planning resource, such as Missouri Connections

High School Course catalog, if available

NOTE: Be prepared to provide students with district graduation requirements. Some students will need information regarding NCAA approved core courses. Others will need college preparatory information. Still others will need information regarding technical training options.

Missouri Comprehensive Guidance and Counseling Big Ideas:

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

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

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Secondary Training/Education
CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectations: (GLEs)
CD.7.A.08: Develop an educational and career plan based on current interests, strengths, and limitations. (DOK Level – 4)
CD.7.B.08: Identify and explore a variety of resources to aid in career exploration and planning now and in the future. (DOK Level – 3)
CD.8.A.08: Compare personal interests with information about careers and education. (DOK Level – 3)
CD.8.B.08: Identify the training and education required for occupations in career paths of interest. (DOK Level – 2)
CD.9.A.08: Evaluate personal, ethical and work habit skills as they relate to achieving the student's educational career plan. (DOK Level – 4)
CD.9.B.08: Utilize a portfolio of middle school/junior high school academic and work experience. (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 personal qualities, education, training and the world of work.

Time Required: Varies according to the instruments used
Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. Explore, prepare for and seek educational and job opportunities.

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	Reading and writing skills
X	Mathematics	Math skills; data analysis
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Unit Essential Questions:

What does a person need to know about him/herself before embarking on career and educational planning?
How can a person take control of his/her future?

Unit Measurable Learning Objectives:

The student will review his/her portfolio and complete the checklist for his/her portfolio.
The student will complete activity sheets that will allow him/her to reflect on personal educational and career journeys to this point.
The student will complete a Personal Plan of Study.

Unit Instructional Strategies/Instructional Activities:

_X__ Direct (Guided & Shared - Reading, Listening, Viewing, Thinking)
_X__ Indirect (Reflective Discussion, Writing to Inform, Concept Formation)
_X__ Experiential (Narratives)
_X__ Independent Study (Essays, Learning Logs)
_X__ Interactive Instruction (Discussion, Think-Pair-Share, 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.
Students will identify personal interests, academic strengths, and abilities. They will review career paths/career clusters and careers within those paths that are specific to the students' interests, academic strengths, and abilities. They will review previous information from their career portfolios to aid in development of career/academic plans, along with information regarding school and community involvement that may be related to those interests and abilities. They will determine what high school courses and post-secondary education will aid in the achievement of career goals.

Brief Summary of Unit:
The purpose of this unit is to have students assess academic strengths, personal interests and abilities in order to develop a 4-year Personal Plan of Study that targets a career path/career cluster, which is tailored to their aptitudes, interests, and abilities.

Students' Prior Knowledge:
Student success in any learning endeavor is dependent upon prior knowledge. The Missouri Comprehensive Guidance Program Curriculum builds on each student's prior knowledge and understanding in academic content as well as Comprehensive Guidance content. Helping students develop a common vocabulary and common conceptual understandings rests upon the Professional School Counselor.

For the Career Development Strand, the common vocabulary for eighth graders includes:
Work Job Responsibilities of Workers College

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Career	Interests	Strength
Career Paths	Post-secondary Options	Ethics
Resume	Portfolio	Interview
University	Limitation	

For CG 9 the common conceptual understanding includes: the inter-relationship of one's personal skills, (e.g., ethical behavior and work habit skills and attitudes), one's job seeking skills and work success and satisfaction.

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Unit # 1 Title: How Does Who I Am Relate to Planning for High School and Beyond?

Lesson Title: Mapping It Out **Lesson:** 1 of 2

Grade Level: 8

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Ideas:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals
CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education
CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectations (GLEs):
CD.7.A.08: Develop an educational and career plan based on current interests, strengths, and limitations.
CD.7.B.08: Identify and explore a variety of resources to aid in career exploration and planning now and in the future.
CD.8.A.08: Compare personal interests with information about careers and education.
CD.8.B.08: Identify the training and education required for occupations in career paths of interest.
CD.9.A.08: Evaluate personal, ethical and work habit skills as they relate to achieving the student's educational career plan.
CD.9.B.08: Utilize a portfolio of middle school/junior high school academic and work experience.

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 personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Students' *Personal Plan of Study/Career Portfolios*. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed activity sheets, assessment results and reflection papers. The availability of this cumulative information is a key to the effectiveness of the strategies in this unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews.
Highway maps or access to Google Maps, MapQuest, etc.
Activity Sheet: *Resource: Portfolio Contents Checklist*
Activity Sheet: *Mapping It Out – Where You've Been and Where You Are Now*

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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 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 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. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	Reading and writing skills
X	Mathematics	Math skills; data analysis
	Social Studies	
X	Science	Science skills; scientific inquiry
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will complete the checklist for his/her portfolio. The student will evaluate his/her experiences and preparation through completion of the "Mapping It Out" activity sheet.

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 collect and organize their completed self-information and reflection materials (as specified by the counselor); students will complete a self-assessment through use of the activity sheet.

Lesson Preparation

Essential Questions:

As you have traveled through your life's journey, what roads have you taken to get to this point?
How have your choices affected planning for high school and beyond?
What options are available on the road ahead?
How will you get where you want to go?

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Engagement (Hook):

Enter the classroom with state road maps. If you have computer capability, you may want to use a site, such as MapQuest, Google Maps, etc., for this activity. Divide the students into groups of 3 to 5 students each. Students will choose one person from their group to be a recorder/secretary to write group responses. Introduce the activity by saying, "Today, we are going to plan a trip."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities**:
1. "When I give the signal, you will have 5 minutes to find as many routes as possible. Ready?"	1. Students will probably express confusion since the counselor has not given them a destination.
2. Choose a destination beforehand that is distant from your students' home town, let students know what that destination is, then begin again with the instructions noted above.	2. Students try to find as many routes as possible to reach the destination in the time allotted.
3. Once time is called, take a few minutes to discuss the number of routes that the groups have discovered.	3. Students contribute their ideas.
4. Make the following points through conversation with students. • Before going on a trip, what information do you need? • How do you know where to go? • Were some of the routes you took longer than others? • When we were doing the map activity, did you end up going in the wrong direction and having to go back? Even though you had to turn around, did you still manage to get back on track? Who or what helped you get back on track? • Where could you get information to make your planning better? • Some people prefer to take the interstates, while others like to take the back roads. What are the pros and cons associated with both choices?	4. Students respond to the prompts from the counselor.

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5. "No matter where you are going, the key to arriving at your destination is planning. How does planning for a trip relate to planning for high school and beyond?"	5. Students may respond with the following: • You have to know your destination and how to get there. • You have to prepare. • You can talk to people who have been there before. • You have to make decisions based on what is right for you. • Even though you might make some wrong turns, you can get back on track with help. • Some people choose to take a more direct route, while others take a more indirect path.
6. "This unit can help you become an active participant in your life journey. During this lesson and the next, I am going to be your guide and you will be the explorers. Together we are going to map out your life journey up to this point. In the next lesson, you will develop a Personal Plan of Study that will guide you toward your ultimate destination. When you have completed your Personal Plan of Study, you will present your work to your parent(s)/guardian(s) and to your counselor."	6. Students ask questions for clarification.
7. "As we go through this process, we are going to consider where you have been, where you are, and where you would like to be in the years to come. Leaf through your portfolio – it contains a wealth of information about what you have considered and what you have participated in. All of this information can contribute to the decision-making process concerning careers and courses of study."	7. Students will consult the work in their portfolios. Students will ask questions and/or contribute ideas/opinions about using the information.
8. "The first step may be boring for some of us, but we have to do it to prepare for our	8. The resource: *Portfolio Checklist* will guide the organization of the students'

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journey. Let's get organized. Review your portfolio pieces and make sure that you have information readily available. "When considering what career path/career cluster you want to follow and what classes you want to take in high school, planning is important. Having information from assessments, such as a career interest inventories and achievement test scores, can be a starting point for planning. You have those results in your Portfolio." The resource: "Portfolio Checklist" will help you identify and organize information into categories about yourself based on assessment processes developed by others and your own assessment of yourself through reflection. Take about 10 minutes to organize the contents of your portfolio.	portfolios. Students will sort the materials they have. (Some students are natural organizers and will have their materials organized; use their expertise to help other students).
9. Distribute *Mapping It Out* activity sheet. "An important part of planning for a trip is thinking about where you've been and where you are now." Explain each section of the activity sheet. Allow time for students to work on through the activity.	9. Students will work through the activity sheet. During the task, students will ask questions to strengthen understanding of the task.
10. "What have you learned today?"	10. Students will respond with their insights.
11. "When we meet again, we will be setting up your Personal Plan of Study for high school and beyond. In the meantime, consider where you ultimately plan on going and what you need to do to get there."	11. Students may have questions that need to be addressed by the counselor.

Teacher Follow-Up Activities

When discussing grades, test scores, etc. with students, point out the benefits that come from certain grades or scores. Check in with students to discover where their interests lie and how this may tap into high school and career planning.

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Counselor reflection notes (completed after the lesson)

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PORTFOLIO CONTENTS CHECKLIST

The items in the following list can be used during the process of compiling a personal plan of study. You may have items in your portfolio that are not listed here. This list is intended as a starting point, not a destination.

Completed Activity Sheets and Reflections

Grade Level: 6

- ☐ Career Path Student Surveys
- ☐ Worker Interview
- ☐ It's All About Me!
- ☐ Ethical Dilemma Scenarios

Grade Level: 7

- ☐ Interview Checklist
- ☐ Who I Am…
- ☐ Researching a Career
- ☐ Map It Out concept map

Results of Achievement, Aptitude, Interest Assessments and Reflections

Interest Inventories

Dates	Name of Inventory	Results

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Achievement Test Scores (Middle School)

Dates	Name of Achievement Test	Results

Aptitude Assessments (include job shadowing experiences)

Dates	Name of Assessments	Results

Reflection Papers/Paragraphs/Experiences

Dates	Title	Results

Other Items Your Teacher and/or Counselor specify:

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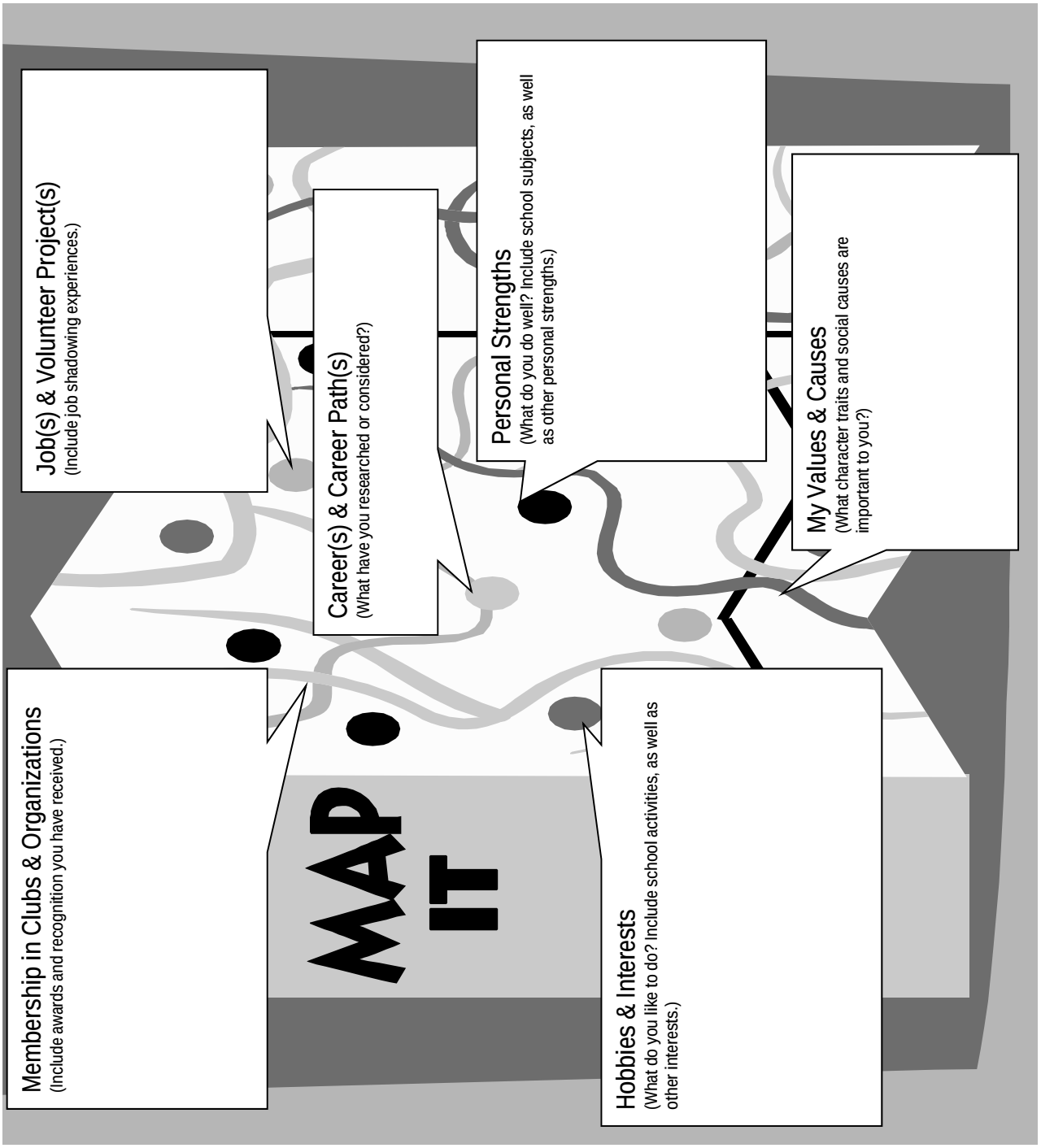
Mapping It—Where You've Been and Where You Are Now
Activity Sheet



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Unit # 1 Title: How Does Who I Am Relate to Planning for High School and Beyond?

Lesson Title: Putting It All Together: The Personal Plan of Study **Lesson:** 2 of 2

Grade Level: 8

Length of Lesson: 50 minutes; note that this lesson may take two sessions to complete, depending on the group

Missouri Comprehensive Guidance and Counseling Big Ideas:

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

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

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

Grade Level Expectations (GLEs):

CD.7.A.08: Develop an educational and career plan based on current interests, strengths, and limitations.

CD.7.B.08: Identify and explore a variety of resources to aid in career exploration and planning now and in the future.

CD.8.A.08: Compare personal interests with information about careers and education.

CD.8.B.08: Identify the training and education required for occupations in career paths of interest.

CD.9.A.08: Evaluate personal, ethical and work habit skills as they relate to achieving the student's educational career plan.

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 personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Students' Personal Plans of Study/Career Portfolios. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed activity sheets, assessment results and reflection papers. The availability of this cumulative information is a key to the effectiveness of the strategies in this unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews.

Completed *Resource Checklist* and *Mapping It Out* activity sheets from previous lesson.

Activity Sheet: *Mapping Out Your Personal Plan of Study* or online planning resource, such as Missouri Connections

High School Course catalog, if available

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NOTE: Be prepared to provide students with district graduation requirements. Some students will need information regarding NCAA approved core courses. Others will need college preparatory information. Still others will need information regarding technical training options.

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

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)		Specific Skill(s)
	Communication Arts	
X	Mathematics	Data analysis
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will use prior knowledge, as well as information from the day's lesson, to complete a Personal Plan of Study.

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 set a career goal and compile a Personal Plan of Study that will facilitate reaching that goal.

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Lesson Preparation

Essential Questions:
How can I reach my future goals?

Engagement (Hook):
Return with one of the road maps from the previous lesson. "Last time we met, we discussed taking a journey. How does this relate high school planning and career goals?"

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Ask students to relate hook statements to their own goals and plans. "During this lesson, I will continue to work as your guide as you map out your future education and career plans. While we are doing this, please keep in mind where you have been, where you are now, and where you would like to be in the future."	1. Students will volunteer responses that indicate an awareness of the need to establish one's own goals and to develop plans to get to their goals.
2. "First of all, we are going to consider where you've been and where you are now." Using the completed *Resource Checklist* and *Mapping It Out* activity sheets, review student information briefly, asking students to share one or two observations about what they learned during that activity.	2. Students will volunteer one or two concepts they learned and/or discovered about themselves.
3. "Going back to our analogy about taking a trip, in the previous lesson, we talked about preparing for a trip. If you don't have gas money or you don't plan for the weather, your trip may not go as well as you hoped. Looking at your *Mapping It Out* activity sheet, place a star – or stars – on the area(s) you may need to bolster in order to be better prepared on the road ahead." While students are reviewing their information, the counselor will circulate through the room and make observations regarding student progress and answering student questions.	3. Students will review their information and evaluate the area(s) where they may need to improve.

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4. "Five years from now, you will be embarking on the next phase of your trip. You will have completed high school and will be taking the next step toward your ultimate goal. For some of you, that will mean more education or training, such as college, technical training, or apprenticeship. For others, that will mean going directly into the world of work. Planning high school coursework around your ultimate goal can help your trip go more smoothly." Point out the differences between high school and middle school expectations. For example, in middle school, most students take the same coursework, while in high school, choices are made according to student achievement levels and interests. In middle school, students may fail a semester of coursework and still advance to the next grade. In high school, students who fail a semester of coursework are required to take that semester of coursework again. Point out how the credit system in high school makes passing each semester of each class a necessity. Distribute *Mapping Out Your Personal Plan of Study* activity sheet and high school course catalogs, if available. Explain that there are requirements that each student must meet, but there may be options available to each student that will allow them to meet those requirements while being tailored to their individual plans and needs. Schools using an online planning service may choose to utilize that service at this point.	4. Students will respond with questions to clarify their understanding.
5. Work with the students through the process of mapping out their high school coursework. Terms that will need to be defined include: fine arts and practical arts.	5. Students will work individually to complete their high school personal plans of study.

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The middle school counselor should work closely with the high school counselor to ensure that any changes to district and/or state requirements are addressed. *(NOTE: Be prepared for this activity to take two sessions.)* 6. At the bottom of the map is a key. Explain to students that really good maps have keys that give the user insight and help when charting their courses. What key people can be part of their planning? What key organizations, activities, and experiences can help them arrive at their destination more informed and more prepared? Once students have completed their Personal Plans of Study, their parents/guardians should be involved in some way. The counselor may accomplish this in a number of ways: hosting a Parent/Guardian and Student Night in which portfolios and students plans are reviewed; sending the information home with the students and getting parent/guardian signatures on the document to show that they have reviewed the information with the student, etc.	6. Students will review their information with parents/guardians.

Teacher Follow-Up Activities

Teachers may follow up in an advisory capacity, helping students with the high school planning process.

Counselor reflection notes (completed after the lesson)

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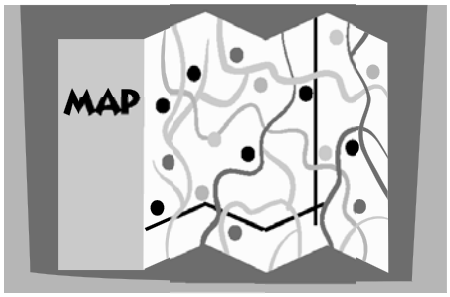
Mapping Out Your Personal Plan of Study



Freshman Year (9th Grade)

Units	Subject
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Junior Year (11th Grade)

Units	Subject
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

What is your ultimate career goal?

_____

Career Path/Career Cluster:

_____

Education/training required:

_____
_____
_____

Sophomore Year (10th Grade)

Units	Subject
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Senior Year (12th Grade)

Units	Subject
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

State Requirements:

____ Units of Mathematics
____ Units of Language Arts
____ Units of Social Studies
____ Units of Science
____ Units of P.E.
____ Units of Personal Finance
____ Units of Health Education

District Requirements:

____ _____
____ _____

What are some key school or community-based clubs, organizations, or activities will help you on your way?

_____
_____
_____

Where can you gain more information about your ultimate career goals and the requirements needed to achieve that goal?

_____
_____
_____

Who can give you support and encouragement when you get "lost"?

_____
_____
_____
_____

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COURSE INTRODUCTION:

Career Development

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

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

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

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

UNIT DESCRIPTION: How Does Who I Am Relate to Planning for High School and Beyond? The purpose of this unit is to have students assess academic strengths, personal interests and abilities in order to develop a 4-year Personal Plans of Study that targets a Career Path, which is tailored to their aptitudes, interests, and abilities.	**SUGGESTED UNIT TIMELINE: 2 Lessons** **CLASS PERIOD (min.): 50 minutes each lesson**

ESSENTIAL QUESTIONS:

1. What does a person need to know about him/herself before embarking on career and educational planning?
2. How can a person take control of his/her future?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will review his/her portfolio and complete the checklist for his/her portfolio.		CD.7.A.08: Develop an educational and career plan based on current interests, strengths, and limitations. CD.7.B.08: Identify and explore a variety of resources to aid in career exploration and planning now and in the future. CD.8.A.08: Compare personal		W.8.7 SL.8.2 SL.8.4 SL.8.6 L.8.1 L.8.2 L.8.3 L.8.6	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 C: Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level – 4 DOK Level – 3 DOK Level – 3

		interests with information about careers and education. CD.8.B.08: Identify the training and education required for occupations in career paths of interest. CD.9.A.08: Evaluate personal, ethical and work habit skills as they relate to achieving the student's educational career plan. CD.9.B.08: Utilize a portfolio of Middle School/Junior High School academic and work experience.				DOK Level – 2 DOK Level – 4 DOK Level – 4
2. The student will complete activity sheets that will allow him/her to reflect on personal educational and career journeys to this point.		CD.7.A.08 CD.7.B.08 CD.7.C.08 CD.8.A.08 CD.8.B.08 CD.9.A.08 CD.9.B.08		W.8.7 SL.8.2 SL.8.4 SL.8.6 L.8.1 L.8.2 L.8.3	CD A CD C	DOK Level – 4 DOK Level – 3 DOK Level – 2 DOK Level – 3 DOK Level – 2 DOK Level – 4 DOK Level – 4

				L.8.6		
3. The student will complete a Personal Plan of Study.		CD.7.A.08 CD.7.B.08 CD.7.C.08 CD.8.A.08 CD.8.B.08 CD.9.A.08 CD.9.B.08		W.8.7 SL.8.2 SL.8.4 SL.8.6 L.8.1 L.8.2 L.8.3 L.8.6	CD A CD C	DOK Level – 4 DOK Level – 3 DOK Level – 2 DOK Level – 3 DOK Level – 2 DOK Level – 4 DOK Level – 4

ASSESSMENT DESCRIPTIONS*: Students will identify personal interests, academic strengths, and abilities. They will review career paths/career clusters and careers within those paths that are specific to the students' interests, academic strengths, and abilities. They will review previous information from their career portfolios to aid in development of career/academic plans, along with information regarding school and community involvement that may be related to those interests and abilities. They will determine what high school courses and post-secondary education will aid in the achievement of career goals.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	___x__ Direct ___x__ Indirect ___x_ Experiential ___x_ Independent study ___x_ Interactive Instruction
1 2 3	See Lessons: Lesson 1: Mapping It Out (Part 1) Lesson 2: Putting It all Together: The Personal Plan of Study
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: Lesson 1: Mapping It Out (Part 1) Lesson 2: Putting It all Together: The Personal Plan of Study

	Direct: _____ Structured Overview _____ Lecture	**Indirect:** _____ Problem Solving	**Experiential:** _____ Field Trips	**Independent Study** __x___ Essays (Ls.3)	**Interactive Instruction** _____ Debates

	_____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 3)	_____ Case Studies _____ Reading for Meaning _____ Inquiry __x___ Reflective Discussion (Ls.1) __x___ Writing to Inform (Ls. 3) __x___ Concept Formation (Ls.2) _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	__x___ Narratives (Ls.3) _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Computer Assisted Instruction _____ Journals __x___ Learning Logs (Ls.3) _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning __x___ Discussion (Ls. 1,3) _____ Laboratory Groups __x___ Think, Pair, Share (Ls. 2) __x___ Cooperative Learning (Ls.2) _____ Jigsaw __x___ Problem Solving (Ls. 1) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ 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