

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:	
<i>Personal Strengths Statements</i> teacher worksheet	
Masking tape	
10'x10' tarp	
Lyrics to any popular chorus	
Visual display of strength statements	
<i>My Personal Strengths</i> worksheet	
Lesson 2: The Quest for Magic Minutes	
Materials/Special Preparations Required:	
<i>Time-waster/Time-saver</i> 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.

X	<p>Goal 2: communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	<p>Goal 3: recognize and solve problems</p> <ol style="list-style-type: none"> 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved 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	<p>Goal 4: make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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:

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

Unit Measurable Learning Objectives:

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

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

Unit Instructional Strategies/Instructional Activities:

- Direct
- Indirect (Problem Solving; Reflective Discussion; Concept Mapping)
- Experiential (Simulations; Games)
- Independent Study (Journals; Reports)
- 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.

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.

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

<ol style="list-style-type: none"> 2. Explain that the line on the floor represents a scale from most like you to least like you. Read a statement from the <i>Personal Strengths Statements</i> teacher worksheet and have students decide where they will stand on the continuum (tape line). At a predetermined signal, students move. 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. 4. Repeat steps 2 and 3 for next 10 minutes. 5. Put visual display of the strength statements up while students are seated. Instruct students to complete the <i>My Personal Strengths</i> worksheet at their seat with their personal strengths. 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. 7. Once everyone has participated, discuss personal strengths that led to success. 	<ol style="list-style-type: none"> 2. Students listen to statements, decide where they’ll stand on the line and at a signal move to the appropriate place. 3. Students explain their understanding of the strength and how it is helpful in a group situation. 4. Repeat steps 2 and 3 for each question. 5. Student completes <i>My Personal Strengths</i> worksheet by writing at least four of their own personal strengths. They may use teacher transparency of statements if necessary. 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. Students participate in class discussion. Individually students will do journal writing about their experience in the group.
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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

everyone's personal strengths and review individual student strengths.

Counselor reflection notes (completed after the lesson)

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.

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.

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

A graphic organizer for 'My Personal Strengths'. It consists of a central oval with the text 'Name:' inside. Four lines extend from the top, bottom, left, and right sides of the oval, forming a cross shape. This structure is intended for students to write their name in the oval and list their personal strengths in the four surrounding sections.

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)

<p><i>Time-waster/Time-saver</i> teacher worksheet Paper Writing instrument</p>

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

	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	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 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 <i>Magic Minute</i> commercial that demonstrates how they would change a time-waster into a time-saver.

Lesson Formative Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.</p> <p>Students will create and present a <i>Magic Minute</i> commercial demonstrating a time-saving tip and be able to verbally explain their reasons for selecting that tip.</p>
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Lesson Preparation

<p>Essential Questions: How do people manage time effectively?</p> <p>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 <i>Magic Minutes</i> in your life.” May use a video (YouTube or create your own) <i>Magic Minute</i> commercial.</p>
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Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 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. 2. Facilitate reporting from the-groups and generate a list on board. (See <i>Personal Strengths Statements</i> teacher worksheet for example.) 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. 4. Allow students time to present their commercials. 5. Have the students choose one <i>Magic Minute</i> that they will incorporate this week. 	<ol style="list-style-type: none"> 1. Student-groups will brainstorm time-wasters that keep them from their individual, family, and school responsibilities. 2. Teams will report back and actively listen for other’s views and suggestions. 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. Students present their projects and critique other students’ ideas for applicability to their lives. Are the ideas practical? 5. Students will write the <i>Magic Minute</i> 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)

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.

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.		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
		PS.1.B.07: Apply personal planning strategies to balance individual, family, and school responsibilities.				Level 4
		PS.1.C.07: Identify and practice ways to be a contributing group member.				Level 2

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

Unit 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

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

		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:

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

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.

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)

		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 6 th grade learning about interpersonal skills. Show the <i>Recipe for Relationships</i> 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

<p>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.</p> <p>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.</p> <p>DAY 2 OF LESSON This will be the day for the formative assessment, the presentation of the scenarios. See the Formative Assessment for directions.</p>	<p>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.</p> <p>3. Students will take notes about the key points of leading discussions and teams will decide on the starter questions to be asked.</p> <p>DAY 2 OF LESSON Students will use appropriate interpersonal skills as they perform and participate in discussions.</p>
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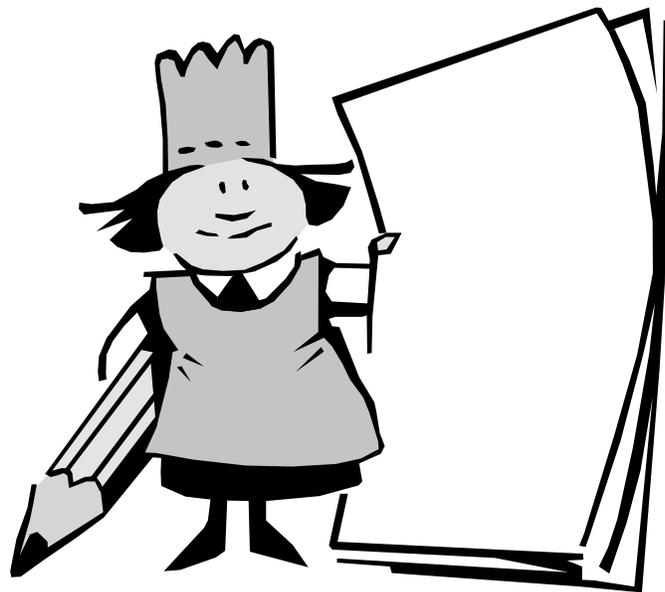
Teacher Follow-Up Activities

Counselor reflection notes (completed after the lesson)



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.



COURSE INTRODUCTION:**Personal/Social Development**

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

<p>UNIT DESCRIPTION: 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.</p>		<p>SUGGESTED UNIT TIMELINE: 5 Lessons CLASS PERIOD (min.): 45 – 50 minutes each</p>				
<p>ESSENTIAL QUESTIONS: 1. What is a quality relationship and how is it maintained?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify five interpersonal skills needed to maintain a quality relationship.		PS.2.A.06: Identify interpersonal skills needed to maintain quality relationships.		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
		PS.2.A.07: Practice effective interpersonal skills in a variety of social situations.		Level 3		
		PS.2.A.08: Self-assess interpersonal skills that		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>I am</i> 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)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3	See Lessons: 6 th Grade Lesson 1 Ingredients of a Relationship Recipe 7 th Grade Lesson 2 Respect for Self and Others—Giving and Getting the Big R					

4	8 th Grade Lesson 3 Relationships...Quality Control				
5	8 th Grade Lesson 4 I Know What You Did This Summer				
	8 th Grade Lesson 5 Relationships...Going Up While Growing Up				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
	See Lessons:				
1	6 th Grade Lesson 1 Ingredients of a Relationship Recipe				
2	7 th Grade Lesson 2 Respect for Self and Others—Giving and Getting the Big R				
3	8 th Grade Lesson 3 Relationships...Quality Control				
4	8 th Grade Lesson 4 I Know What You Did This Summer				
5	8 th Grade Lesson 5 Relationships...Going Up While Growing Up				
	Direct: <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast Ls. 5 <input type="checkbox"/> Didactic Questions <input checked="" type="checkbox"/> Demonstrations Ls. 2 <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking Ls. 1, 4	Indirect: <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion Ls. 5 <input type="checkbox"/> Writing to Inform <input checked="" type="checkbox"/> Concept Formation Ls. 2 <input checked="" type="checkbox"/> Concept Mapping Ls. 4 <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	Experiential: <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations Ls. 1, 4 <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing Ls. 2, 4 <input checked="" type="checkbox"/> Model Building Ls. 5 <input type="checkbox"/> Surveys	Independent Study <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input checked="" type="checkbox"/> Learning Activity Packages Ls. 1, 3, 4, 5 <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	Interactive Instruction <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing Ls. 2, 4 <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion Ls. 1 <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving Ls. 4, 5 <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES: (include internet addresses for linking)					
Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/					
ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf					

Unit 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):

- 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	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> 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	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	<p>Goal 3: recognize and solve problems</p> <ol style="list-style-type: none"> 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved 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	<p>Goal 4: make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 1. Explain reasoning and identify information used to support decisions 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

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:

- Direct (Structured Overview; Guided & Shared – reading, listening, viewing, thinking)
- Indirect (Concept Formation; Concept Mapping; Concept Attainment)
- Experiential (Simulations)
- Independent Study (Learning Activity Packages)
- 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, knowledgeably, and with an

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.

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

	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.”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 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: <i>RESPECT by the Numbers</i>). 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. 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). 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). 5. To accomplish the aggregation of the data, assign students to a 3 or 4 member group to 	<ol style="list-style-type: none"> 1. Students will enter what they believe to be the name of the products in Column A of Activity Sheet 1: <i>RESPECT by the Numbers</i>. 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. 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. Students will assist with counting and recording responses in Columns B, C, and D. 5. Students will ask questions to clarify their tasks and work with others to compile group

<p>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.</p> <p>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.</p> <p>7. As results are shared, bring out the following themes and ideas (if members of the groups or class don't mention the themes.)</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <p>Distribute copies of Activity Sheet 2-</p>	<p>data for one Column: B, C, or D.</p> <p>6. Students will participate in the planning and delivery of an informal presentation regarding the results of the survey process.</p> <p>7. Students who are not presenting, will practice team skills by asking questions, making suggestions and being supportive of those presenting.</p> <p>8. Students will volunteer to share their successes and challenges in implementing their sixth grade plans to show respect.</p>
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<p><i>Planning to Use Respect.</i> Ask for volunteers to talk about the parts of their plans they have been able to continue beyond the 6th grade lesson.</p> <p>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.</p> <p>NOTE: This is a good place to end the first day of the Operation R-E-S-P-E-C-T planning process.</p> <p>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.</p> <p>10. Write Auditory, Visual, and Heart Feeling as column headers on dry erase board, SMART Board, or chart paper.</p> <p>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.</p> <p>11. “How do companies know the best way to influence consumers?”</p>	<p>9. In groups, students will identify the sensory modes that were used in the advertisements presented as the Hook for this lesson.</p> <p>10. As a whole group, students will identify what influences them when deciding whether or not to buy a product.</p> <p>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).</p>
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<p>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.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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</p>	<p>12. Students will contribute to discussion re: selling a concept – what does it mean?</p> <p>Students will read the Performance Scenario and rubric and ask clarifying questions.</p> <p>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?</p> <p>13. Students will ask questions to clarify the kinds of examples and the resources that are available for finding examples.</p> <p>Students will ask clarifying questions about the informal writing assignment.</p>
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<p>development of the “Operation R-E-S-P-E-C-T campaign.</p> <p>(Note: Suggested breaking point between day 2 and day 3 of lesson implementation).</p> <p>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.</p> <p>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.</p> <p>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,</p>	<p>14. Each student will contribute to discussion by promoting the linkage between and among the comments/observations of team members</p> <p>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.</p> <p>A multi-media station (computer/projection equipment/printers) will facilitate the mechanics of writing the plan.</p> <p>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.</p>
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<p>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.</p> <p>The last Step: Performing and Reflection Projection:</p> <p>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.</p>	<p>17. Students will write thoughtful “I learned ...” statements; four students will volunteer to share their statements.</p> <p>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.</p>
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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)

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, Performance and Purpose: 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.

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: <ul style="list-style-type: none"> •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.					

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 _____

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 <i>What I Think/ What the advertising firm says.</i>		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.	
<i>In my humble opinion, the product is _____</i>	<i>According to the advertising firm, the product is _____</i>	<i>I Got It Right!!!!</i>		<i>I own and/or use the Product.</i>		<i>If I could, I'd buy and/or use the Product!</i>	
		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?

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 _____.**

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.		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
		PS.2.B.07: Promote acceptance and respect for individual differences.				Level 4
		PS.2.B.08: Apply strategies that promote acceptance and respect of others within the global community.				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, knowledgeably, and with an identifiable purpose and plan.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3	See Lessons: 6 th Grade Lesson # 1: Respect: Looks Like, Sounds Like, Feels Like 7 th Grade Lesson # 2: R-E-S-P-E-C-T: A Basic Skill 8 th Grade Lesson # 3: A Stranger Among U					
	INSTRUCTIONAL ACTIVITIES: (What Students Do)					

1	See Lessons:				
2	6 th Grade Lesson # 1: Respect: Looks Like, Sounds Like, Feels Like				
3	7 th Grade Lesson # 2: R-E-S-P-E-C-T: A Basic Skill				
	8 th Grade Lesson # 3: A Stranger Among U				
	<p>Direct:</p> <input checked="" type="checkbox"/> Structured Overview Ls. 1, 2 <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking Ls. 1, 2, 3	<p>Indirect:</p> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input checked="" type="checkbox"/> Concept Formation Ls. 2 <input checked="" type="checkbox"/> Concept Mapping Ls. 2 <input checked="" type="checkbox"/> Concept Attainment Ls. 2 <input type="checkbox"/> Cloze Procedure	<p>Experiential:</p> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations Ls. 2 <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<p>Independent Study</p> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input checked="" type="checkbox"/> Learning Activity Packages Ls. 1, 3 <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<p>Interactive Instruction</p> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming Ls. 1 <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion Ls. 1, 3 <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning Ls. 2 <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving Ls. 3 <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES: (include internet addresses for linking)					
Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/					
ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf					

Unit #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)

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	<p>Goal 1: gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> 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	<p>Goal 2: communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	<p>Goal 3: recognize and solve problems</p> <ol style="list-style-type: none"> 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem
X	<p>Goal 4: make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	<ol style="list-style-type: none"> 1. Speaking and writing standard English 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	
	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:

- Direct (Structured Interview; Guided & Sharing – reading, listening, viewing, thinking)
- Indirect (Problem Solving; Reflective Discussion; Concept Formation; Concept Mapping; Concept Attainment)
- Experiential (Simulations; Storytelling; Focused Imaging; Role Playing)
- Independent Study
- 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

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.

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.

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

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage	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.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>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:</p> <ul style="list-style-type: none"> • 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? <p>2. Review with students their past learning in regard to conflict resolution, e.g.,</p> <ul style="list-style-type: none"> • STAR: Stop—Think—Act—Review • Steps in the conflict resolution process. • Personal responsibility and problem ownership <p>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.</p> <ul style="list-style-type: none"> • 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 	<p>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?}</p> <p>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.</p> <p>3. Students will discuss the role of feelings, compromise, and problem solving in the conflict-resolution process.</p> <p>Students will identify a time when they used courage to face-up to a conflict.</p>

<p>situations</p> <ul style="list-style-type: none"> • 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 resolution of the conflict. <p>4. Reminder and Review of 6th grade lesson: Students will need the sixth grade 2.3 Activity Sheet <i>How Am I Responsible?</i> (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 <i>How Am I Responsible?</i> [attached]).</p> <p>Emphasize empathy and re-storying as critical aspects of personal responsibility in the problem-solving process.</p> <p>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.</p> <p>6. Peer, Parents, and Teachers: Re-solutioning conflict in relationships with Peers, Parents, and Teachers.</p> <ul style="list-style-type: none"> • Assign students to teams of two. Give each team three (3) index 	<p>4. Remind students to bring their completed 6th grade GLE 2.3 activity sheet <i>How Am I responsible?</i></p> <p>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.</p> <p>6. Students will actively participate in work of team via such activity as:</p> <ul style="list-style-type: none"> • Contributing real-life conflict scenario(s) with peers, a parent, or a teacher.
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<p>cards—one each of three different colors (e.g., yellow, green, blue),</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> 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. <p>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).</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Volunteering to write scenarios on cards. <p>7. Students will work with other team members to make decisions about what to include in scenarios</p>
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<p>production of the scenarios.</p> <ul style="list-style-type: none"> • The following steps will be followed: <ul style="list-style-type: none"> ▪ All team members read and write “first thoughts” about story line, the characters and conflict resolution. <p>**This is a good place to end the lesson for this day to be continued on another day.</p> <p>Ask each student to think about his or her team’s scenario and to write “first thoughts” before the next class.</p> <p>DAY TWO:</p> <p>8. Review Day One and “homework” task: Writing “First Thoughts (above).</p> <ul style="list-style-type: none"> ▪ “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 	<p>8. Students will have their “First Thoughts” written and ready to discuss with team members.</p> <p>Students will work collaboratively, cooperatively and cheerfully with other Team Members to develop scenarios for production.</p>
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<p>opportunity for modifications to occur.</p> <p><i>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.</i></p> <p>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]).</p> <p>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.</p>	<p>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.</p> <p>10. Students will participate in assessment event as enactors or observers.</p>
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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

Lesson(s) when relationship issues occur within the classroom.

Counselor reflection notes (completed after the lesson)

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 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?

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:

COURSE INTRODUCTION:**Personal/Social Development**

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

<p>UNIT DESCRIPTION: Conflict Resolution—I am part of the Solution! 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.</p>		<p>SUGGESTED UNIT TIMELINE: 4 Lessons CLASS PERIOD (min.): 30 – 50 minutes each</p>				
<p>ESSENTIAL QUESTIONS: 1. Why do I need to take responsibility?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will apply concepts of personal responsibility to at least two scenarios.		PS.2C.06: Apply problem-solving and conflict-resolution skills to new challenges.		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
		PS.2.C.07: Practice problem-solving and conflict-resolution skills.				Level 2
		PS.2.C.08: Exhibit an awareness of personal responsibility in conflict situations.				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)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
	See Lessons:					
1	6 th Grade Lesson # 1: My Problem...Your Problem...Our Problem					
2	7 th Grade Lesson # 2: “Re-Solutioning”: Practice Brings Out Our Best					
3	8 th Grade Lesson # 3: My Conflict Shield					
4	8 th Grade Lesson # 4: Put Yourself in Check					
	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
	See Lessons:					
1	6 th Grade Lesson # 1: My Problem...Your Problem...Our Problem					
2	7 th Grade Lesson # 2: “Re-Solutioning”: Practice Brings Out Our Best					
3	8 th Grade Lesson # 3: My Conflict Shield					
4	8 th Grade Lesson # 4: Put Yourself in Check					

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

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit 1 Title: 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:

Personal/Social development C: Students will understand safety and survival skills.
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Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 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. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one’s own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 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	

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:

- Direct (Guided & Shared – reading, listening, viewing, thinking)
- Indirect (Problem Solving; Reflective Discussion; Writing to Inform; Concept Formation; Concept Attainment)
- Experiential (Role Playing)
- Independent Study
- 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.

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	<p>Goal 1: gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine research. 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	<p>Goal 2: communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	<p>Goal 3: recognize and solve problems</p> <ol style="list-style-type: none"> 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved 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.

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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?”

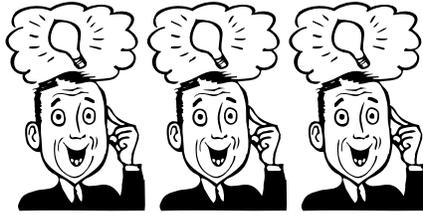
Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>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.</p>	<p>1. Students respond to the above question.</p>
<p>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.</p>	<p>2. Students will respond to the question and engage in the discussion.</p>
<p>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.</p>	<p>3. Students listen intently.</p>
<p>4. Students will be divided into pairs or small groups. Each group will be given the <i>Role-Play Situation</i> student handout. Students are also given the opportunity to create their own role-play situation.</p>	<p>4. Students will role-play the situations, either from the <i>Role-Play Situation</i> student handout or their own creation. Students will then reverse roles until each student has had the opportunity to practice saying “No.”</p>
<p>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.</p>	<p>5. Students participate in the discussion and role playing.</p>
<p>6. Students will be asked to write a reflection piece on their experience with the role-play.</p>	<p>6. Students will write a reflection piece on their experience with the role-play.</p>

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)



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.



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.

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.

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.

<p>UNIT DESCRIPTION: Decisions, Decisions, Decisions!</p> <p>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.</p>		<p>SUGGESTED UNIT TIMELINE: 3 Lessons CLASS PERIOD (min.): 50 minutes each</p>				
<p>ESSENTIAL QUESTIONS: 1. What is the cost of making poor decisions?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will write a reflection 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.			P/S D C: Students will understand safety and survival skills.	Level 2
		PS.3.A.07: Utilize effective problem-solving, decision-making, and				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)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1	See Lessons: 6 th Grade Lesson 1: Opportunity Knocks, But It Costs, Too!					

2	7 th Grade Lesson 2: Give In or Not to Give In				
3	8 th Grade Lesson 3: If It's to Be, It's Up to Me				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
	See Lessons:				
1	6 th Grade Lesson 1: Opportunity Knocks, But It Costs, Too!				
2	7 th Grade Lesson 2: Give In or Not to Give In				
3	8 th Grade Lesson 3: If It's to Be, It's Up to Me				
	Direct: <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 2, 3)	Indirect: <input checked="" type="checkbox"/> Problem Solving (Ls. 1, 3) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 1, 2, 3) <input checked="" type="checkbox"/> Writing to Inform (Ls. 1) <input checked="" type="checkbox"/> Concept Formation (Ls. 3) <input type="checkbox"/> Concept Mapping <input checked="" type="checkbox"/> Concept Attainment (Ls. 3) <input type="checkbox"/> Cloze Procedure	Experiential: <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing (Ls. 2) <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	Independent Study <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	Interactive Instruction <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing (Ls. 2) <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 2, 3) <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 1) <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES: (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:	
6 th Grade Lesson 1: Caution: Thin Ice!	
Materials/Special Preparations Required	
Story <i>Caution: Thin Ice</i>	
List of <i>Risky behaviors</i>	
<i>RISKO</i> Template	
Buttons, M & M's, cereal, or other Bingo markers	
SMART board, dry erase board, or other visual display	
7 th Grade Lesson 2: Putting on Armor	
Materials/Special Preparations Required	
Stories: <i>EMS Code Blue!</i> and <i>My Friend Shelbi</i>	
<i>Photocopied brick</i> for each student	
8 th Grade Lesson 3: Ready to Remain Safe	
Materials/Special Preparations Required	
<i>Personal Safety Plan Template</i>	
Story: <i>Where Are My Friends Now?</i>	
List of <i>Risky Behaviors</i>	
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	<p>Goal 2: communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	<p>Goal 3: recognize and solve problems</p> <ol style="list-style-type: none"> 1. 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 costs, benefits and other consequences of proposed solutions.,
X	<p>Goal 4: make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	<ol style="list-style-type: none"> 1. Speaking and writing standard English. 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	<ol style="list-style-type: none"> 6. Relationships of the individual and groups to institutions and cultural traditions.
Science	
X Health/Physical Education	<ol style="list-style-type: none"> 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors
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

behaviors.

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

Unit Instructional Strategies/Instructional Activities:

- Direct (Guided and Shared-reading, listening, viewing, thinking)
- Indirect (Case Studies, Concept Formation, Concept Mapping)
- Experiential (Games, Role-playing)
- Independent Study
- 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

<p>Unit 2 Title: Risky Business!</p> <p>Lesson Title: Putting on Armor Lesson 2 of 3</p> <p>Grade Level: 7</p> <p>Length of Lesson: 50 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.3: Applying personal safety skills and coping strategies.</p> <p>Grade Level Expectation (GLE): PS.3.B.07: Develop strategies to maintain personal safety.</p> <p>American School Counselor Association (ASCA) National Standard: Personal/Social Development C: Students will understand safety and survival skills.</p>
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Materials (include activity sheets and/ or supporting resources)

<p>Story <i>EMS!</i> Story <i>My Friend Shelbi</i> A photocopied <i>brick</i> for each student</p>
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Show Me Standards: Performance Goals (check one or more that apply)

	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom 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
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	

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:
<p>1. The instructor reads the story <i>EMS Code Blue!</i> and prompts, “What would you do?” Encourage group discussion about what individuals and groups would do in this situation. Instructor then reads <i>My friend Shelbi</i> and again asks students, What would you do?</p> <p>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.</p> <p>3. Instructor will assist the students in reviewing strategies to maintain personal safety by facilitating role playing of the following scenarios:</p> <p><i>You are at a party and everyone around you is smoking and drinking. A friend offers you a glass of wine. How do you</i></p>	<p>1. Students listen to stories and respond with comments or questions.</p> <p>2. Students discuss seeking physical vs. mental health assistance and why society sometimes views them differently.</p> <p>3. Students act out the roles provided by the instructor.</p>

<p><i>handle the situation?</i></p> <p><i>You are hanging around outside a liquor store. Your friends dare you to ask someone to buy alcohol for you. What do you do?</i></p> <p>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”.</p> <p>5. Instructor asks for volunteers to share why they have chosen the person or thing for their brick.</p>	<p>4. Students fill out the bricks with the one thing they believe is most likely to stop them from participating in risky behaviors.</p> <p>5. Students defend their choices as protection from risky behaviors.</p>
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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)

~

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?

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.			P/S D C: Students will understand safety and survival skills.	Level 2
		PS.3.B.07: Develop strategies to maintain personal safety.				Level 3
		PS.3.B.08: Apply strategies related to personal safety.				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)				
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2 3	See Lessons: 6 th Grade Lesson 1 Caution: Thin Ice! 7 th Grade Lesson 2 Putting on Armor 8 th Grade Lesson 3 Ready to Remain Safe				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3	See Lessons: 6 th Grade Lesson 1 Caution: Thin Ice! 7 th Grade Lesson 2 Putting on Armor 8 th Grade Lesson 3 Ready to Remain Safe				
	Direct: <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 2, 3)	Indirect: <input type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Case Studies (Ls. 1, 2) <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input checked="" type="checkbox"/> Concept Formation (Ls. 2) <input checked="" type="checkbox"/> Concept Mapping (Ls. 3) <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	Experiential: <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input checked="" type="checkbox"/> Games (Ls. 1) <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing (Ls. 2) <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	Independent Study <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	Interactive Instruction <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 3) <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES: (include internet addresses for linking)					

Grade Level/Course Title: Gr 6-8 / PS3-Gr6-8-Unit2

Course Code: Personal/Social Development

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:	
6 th 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	
<i>Steps for Reacting to Stress</i> Handout	
7 th Grade Lesson 2: Lean Mean Coping Machine!	
Materials/Special Preparations Required:	
<i>Your Choice</i> Handout	
SMART board, dry erase board, or other visual display	
Writing Utensil	
8 th 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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	<p>8. Organize data (including personal card file), information and ideas into useful forms (including outlines) for analysis or presentation</p> <p>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.</p>
X	<p>Goal 2: communicate effectively within and beyond the classroom</p> <p>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</p> <p>2. Review and revise communications to improve accuracy and clarity</p> <p>3. Exchange information, questions and ideas while recognizing the perspectives of others</p>
X	<p>Goal 3: recognize and solve problems</p> <p>1. Identify problems and define their scope and elements</p> <p>2. Develop and apply strategies based on ways others have prevented or solved problems.</p> <p>3. Develop and apply strategies based on one’s own experience in preventing or solving problems</p> <p>4. Evaluate the processes used in recognizing and solving problems</p> <p>5. Reason inductively from a set of specific facts and deductively from general premises.</p> <p>6. Examine problems and proposed solutions from multiple perspectives</p> <p>7. Evaluate the extent to which a strategy addresses the problem</p> <p>8. Assess costs, benefits and other consequences of proposed solutions</p>
X	<p>Goal 4: make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions.</p> <p>7. Identify and apply practices that preserve and enhance the safety and health of self and others.</p>

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

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

Unit Essential Questions:

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

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:

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

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)

<p><i>Your Choice</i> Handout SMART board, dry erase board, or other visual media Writing Utensil</p>

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

X	<p>Goal 1: gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine 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	<p>Goal 2: communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	<p>Goal 3: recognize and solve problems</p> <ol style="list-style-type: none"> 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved 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	
	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 <i>Your Choice</i> Handout.
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Lesson Formative Assessment (acceptable evidence):

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

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 <i>Your Choice</i> 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 6 th 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)

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	_____

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.

<p>UNIT DESCRIPTION: It's Life... Deal With It!</p> <p>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.</p>		<p>SUGGESTED UNIT TIMELINE: 3 Lessons CLASS PERIOD (min.): 50 minutes each</p>				
<p>ESSENTIAL QUESTIONS: 1. How do I cope?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify ten positive and negative coping skills.		PS.3.C.06: Review and revise strategies to cope with life-changing events.			P/S D C: Students will understand safety and survival skills.	Level 3
		PS.3.C.07: Apply coping skills to manage life-changing events.				Level 4
		PS.3.C.08: Evaluate coping skills to manage life-changing events.				Level 4

2. The student will identify five coping skills used to make decisions presented in <i>Your Choice</i> 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)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3	See Lessons: 6 th Grade Lesson 1: The Hope to Cope: Coping Skills 7 th Grade Lesson 2: Lean Mean Coping Machine! 8 th Grade Lesson 3: Life...Bring It On!					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2 3	See Lessons: 6 th Grade Lesson 1: The Hope to Cope: Coping Skills 7 th Grade Lesson 2: Lean Mean Coping Machine! 8 th Grade Lesson 3: Life...Bring It On!					
	Direct: <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input checked="" type="checkbox"/> Drill & Practice (Ls. 1) <input checked="" type="checkbox"/> Compare & Contrast (Ls. 1) <input type="checkbox"/> Didactic Questions <input checked="" type="checkbox"/> Demonstrations (Ls. 3) <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 3)	Indirect: <input checked="" type="checkbox"/> Problem Solving (Ls. 1) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 2) <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	Experiential: <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	Indirect Study <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input checked="" type="checkbox"/> Reports (Ls. 3) <input checked="" type="checkbox"/> Learning Activity Packages (Ls. 3) <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	Interactive Instruction <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 3) <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 2, 3) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing	

Grade Level/Course Title: Gr 6-8 / PS3-Gr6-8-Unit3

Course Code: Personal/Social Development

					_____ 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 Handout

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

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

	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.
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Unit Instructional Strategies/Instructional Activities:

<input checked="" type="checkbox"/> Direct (Structured Overview, Explicit Teaching, Compare & Contrast, Guided & Shared)
<input checked="" type="checkbox"/> Indirect (Problem Solving, Case Studies, Reflective Discussion, Concept Mapping)
<input checked="" type="checkbox"/> Experiential (Surveys)
<input checked="" type="checkbox"/> Independent Study (Essays, Learning Contracts)
<input checked="" type="checkbox"/> Interactive Instruction (Brainstorming, Discussion, Think, Pair Share, Cooperative Learning, Problem Solving)

Unit Summative Assessment (acceptable evidence):

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

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.

<p>Unit # 1 Title: The Successful Student</p> <p>Lesson Title: Let’s Review for Better Achievement Lesson: 3 of 4</p> <p>Grade Level: 7</p> <p>Length of Lesson: 45 min.</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: AD.4 Applying Skills Needed for Educational Achievement</p> <p>Grade Level Expectations (GLEs): AD.4.A.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.</p> <p>American School Counselor Association (ASCA) National Standard: Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p>

Materials (include activity sheets and/ or supporting resources)

<p><i>Sam the Slacker Story</i> Sample page from a personal planner (or use an assignment book, calendar, or a handheld device)</p> <p><i>Study Skills Tips Handout</i> <i>Test-Taking Tips Handout</i> <i>Skill Cards Worksheets</i> (Copy the three pages of the skill cards for each group. Cut, shuffle and bundle the skill cards for distribution to each group) <i>Blank Activity Sheets: Self-Management Skills, Study Skills and Test-Taking Skills Sheets</i> (One set of three for each group.) Counselor Resource for Categorizing Skills</p>

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>1. Develop questions and ideas to initiate and refine research.</p> <p>6. Discover and evaluate patterns and relationships in information, ideas and structures.</p> <p>8. Organize data, information, and ideas into useful forms for analysis or presentation.</p> <p>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences.</p> <p>3. Exchange information, questions and ideas while recognizing the perspectives of</p>

	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

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:
<ol style="list-style-type: none"> 1. Counselor/instructor will read the <i>Sam the Slacker</i> story to the students and ask students to 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? 3. <i>Review Study Skill and Test-Taking Tips</i> Handouts 2 and 3. Ask students to 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. 5. Referring to the “<i>Sam the Slacker</i>” 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. 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. 	<ol style="list-style-type: none"> 1. Students will identify the decisions/choices Sam made that resulted in his failing the science test. 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. Students will identify the skills they use most frequently (and successfully). 4. Students will work as members of a group to classify skill cards. They will be able to justify their responses if challenged. 5. Students review “<i>Sam the Slacker</i>” story and identify choices that Sam could have made to earn better grades. 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

<p>7. The counselor encourages students to identify a trusted adult and ask the adult to sign the plan as a show of support.</p>	<p>themselves. Students will write their goal(s) in their planners or assignment books.</p> <p>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.</p>
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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)

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.

Handout 1: Sample Planning Pages

[MONTH]									
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY			

<i>Mon: Assignments</i>		<i>Tue: Assignments</i>		<i>Wed: Assignments</i>		<i>Thur: Assignments</i>		<i>Fri: Assignments</i>	
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	

Missouri Comprehensive Guidance & Counseling Programs:

Linking School Success to Life Success

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Do the ones you know first and cross them off • Do the best you can with whatever is left
Short Answer	<ul style="list-style-type: none"> • If you don't know the exact answer, write down whatever you do know that's related. You may get partial credit.
True/False	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.**



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}

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

Activity Sheet 1 continued (page 3 of 3): Skill Cards
(Cut the cards apart for students to use in categorizing the skills.)

<p>Take the appropriate (and approved) materials (e.g. #2 pencil, calculator) to the test</p>	<p>Keep your mind on the test</p>
<p>When several questions relate to a passage or information provided in test, read the questions BEFORE reading the passage/information</p>	<p>Pace yourself! Answer "easier" questions first without spending too much time on one question</p>
<p>Think positive thoughts and use relaxation techniques to focus your mind on questions.</p>	<p>If you have time, review your answers, and change answers ONLY when you are sure they are wrong.</p>
<p>Get a good night's sleep and eat a good breakfast before the test</p>	<p>Read all the directions, looking for key words and phrases</p>

ACTIVITY SHEET 2: TIME MANAGEMENT SKILLS

Tape Self-Management Skill Cards to this grid

ACTIVITY SHEET 3: STUDY SKILLS

Tape Study Skills Cards to this grid

ACTIVITY SHEET 4: TEST-TAKING SKILLS

(Tape Test-taking Skills Cards to this grid)

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 into 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

Academic Development

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

Applying skills needed for educational achievement.

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

Applying the skills of transitioning between educational levels.

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

Developing and monitoring personal educational plans.

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

<p>UNIT DESCRIPTION: The Successful Student</p> <p>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, <i>Getting Your Grades Together</i>.</p> <p>NOTE: The counselor/instructor has some latitude with this unit. Some may wish to use <i>Getting Your Grades Together</i> 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.</p> <p>The counselor/instructor may want to use the survey information to work with at-risk students to discuss student perceptions versus student performance.</p>		<p>SUGGESTED UNIT TIMELINE: 4 Lessons</p> <p>CLASS PERIOD (min.): 45 minutes each</p>				
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> 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

	<p>study skills and test-taking strategies specific to each academic area and identify available resources.</p> <p>AD.4.B.06: Develop and practice a self-management system to promote academic success.</p> <p>AD.4.A.07: Demonstrate and refine study skills and test-taking strategies utilizing available academic resources.</p> <p>AD.4.B.07: Demonstrate and refine a self-management system to promote academic success.</p> <p>AD.4.A.08: Consistently apply a system of study skills and test-taking strategies to promote academic success.</p> <p>AD.4.B.08: Consistently apply a self-management system to promote academic success.</p>		<p>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>	<p>acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p>	<p>DOK – 4</p> <p>DOK – 3</p> <p>DOK – 3</p> <p>DOK - 4</p> <p>DOK – 4</p>
<p>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.</p>	<p>AD.4.A.06. AD.4.B.06 AD.4.A.07. AD.4.B.07 AD.4.A.08 AD.4.B.08</p>		<p>RI.6.1, 4 W.6.1, 2 SL.6.1 L.6.1-6</p>	<p>AD A</p>	<p>DOK – 3 DOK – 4 DOK – 3 DOK – 3 DOK – 4 DOK - 4</p>

<p>3. The student will identify two or more skills in the categories of study skills, test-taking skills, and self-management skills.</p>	<p>AD.4.A.06 AD.4.B.06 AD.4.A.07 AD.4.B.07 AD.4.A.08 AD.4.B.08</p>	<p>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</p>	<p>AD A</p>	<p>DOK – 3 DOK – 4 DOK – 3 DOK – 3 DOK – 4 DOK – 4</p>
<p>4. The student will develop two academic success goals and three action steps that can be utilized to accomplish each goal.</p>	<p>AD.4.A.06 AD.4.B.06 AD.4.A.07 AD.4.B.07 AD.4.A.08 AD.4.B.08</p>	<p>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</p>	<p>AD A</p>	<p>DOK – 3 DOK – 4 DOK – 3 DOK – 3 DOK – 4 DOK – 4</p>
<p>ASSESSMENT DESCRIPTIONS*: <i>Getting Your Grades Together</i> survey and performance activity. Summative Assessment will take place during the 8th grade lesson. Learners will assess their own study skills via the <i>Getting Your Grades Together</i> 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.</p>				
<p>Obj. #</p>	<p>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</p>			
	<p><input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction</p>			
<p>1 2 3 4</p>	<p>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</p>			

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

- Direct (Compare & Contrast; Demonstrations)
- Indirect (Reflective Discussion)
- Experiential
- Independent Study (Learning Logs)
- Interactive Instruction (Brainstorming; Peer Partner Learning; Discussion)

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

<p>Unit # 1 Title: Great Expectations!</p> <p>Lesson Title: Get Ready, Get Set, Get Organized! Lesson: 2 of 2</p> <p>Grade Level: 7</p> <p>Length of Lesson: 50 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: AD.5: Applying the Skills of Transitioning Between Educational Levels</p> <p>Grade Level Expectation (GLE): AD.5.A.07: Recognize ongoing academic expectations and develop strategies to meet increased demands.</p> <p>American School Counselor Association National Standard (ASCA): Academic Development A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p>
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Materials (include activity sheets and/ or supporting resources)

<p>Student planners, agenda or assignment notebooks (daily, weekly & monthly)</p> <p>Index cards</p> <p>Visual display on goal suggestions</p> <p><i>Planner Usage Rubric</i> (To be used as an assessment instrument periodically throughout the school term.)</p>

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>6. discover and evaluate patterns and relationships in information, ideas and structures</p> <p>8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</p>
	<p>Goal 2: Communicate effectively within and beyond the classroom</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>2. develop and apply strategies based on ways others have prevented or solved problems</p> <p>3. develop and apply strategies based on one's own experience in preventing or solving problems</p> <p>4. evaluate the processes used in recognizing and solving problems</p> <p>7. evaluate the extent to which a strategy addresses the problem</p>
X	<p>Goal 4: make decisions and act as responsible members of society</p> <p>5. develop, monitor and revise plans of action to meet deadlines and accomplish goals</p>

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

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

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. The counselor will ask the students what, organizational skills they noticed were missing when the counselor entered the room.</p> <p>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.</p> <p>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.</p> <p>The counselor will pose following questions.</p> <p>a) Do you use your planner? How often?</p> <p>b) Do you write your assignments in your planner? In a timely manner? Consistently? Are the entries clear and complete? Can you understand them?</p> <p>c) For long-term assignments do you identify/list the steps to take to complete the assignments?</p> <p>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.</p> <p>The counselor will ask students to think about how they can reach their goals (plan),</p>	<p>1. Students will orally state the organizational skills they noticed were missing.</p> <p>2. Students will orally provide organizational skills that should have, or could have helped the counselor come to class more organized.</p> <p>3. Students will have planners out and will critique (review) their own planner according to the questions being asked.</p> <p>4. Students will write their three goals on the index card. Students will then discuss their ideas with a partner.</p> <p>Students will share goals with the rest of the class.</p>

<p>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.</p> <p>5. Counselor will discuss transition goals and why they are needed.</p>	<p>5. Students will participate in the discussion of the need for transition goals.</p>
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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)

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:** _____

Academic Development

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

Applying skills needed for educational achievement.

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

Applying the skills of transitioning between educational levels.

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

Developing and monitoring personal plan of study.

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

<p>UNIT DESCRIPTION: Great Expectations!</p> <p>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.</p> <p>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. <i>Activity Logs</i> and related materials, including utilization of personal planners, will help with transitioning from grade level to grade level.</p> <p>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.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons</p> <p>CLASS PERIOD: 50 minutes each</p>				
<p>ESSENTIAL QUESTIONS:</p> <p>1. How do people prepare for the unknown?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will complete the homework and activity log to compare how activities change from last year and will change again next year.		<p>AD.5.A.06: Demonstrate the ability to adjust to changing school structures and continue to meet academic expectations.</p> <p>AD.5.A.07: Recognize ongoing academic expectations and develop strategies to meet increased demands.</p>		<p>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</p>	<p>AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p>	<p>Level 4</p> <p>Level 3</p>

				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 <i>Homework Activity Log</i> and writing three goals for transitioning.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1	See Lessons:					
2	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!				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls. 1) <input type="checkbox"/> Didactic Questions <input checked="" type="checkbox"/> Demonstrations (Ls. 1) <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 1) <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input checked="" type="checkbox"/> Learning Logs (Ls. 1, 2) <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 2) <input checked="" type="checkbox"/> Peer Partner Learning (Ls. 2) <input checked="" type="checkbox"/> Discussion (Ls. 1, 2) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES: 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

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	

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:

Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
 Indirect (Reflective Discussion; Concept Mapping)
 Experiential (Charting/Graphing)
 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.

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 range 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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Missouri Comprehensive Guidance & Counseling Programs:

Linking School Success to Life Success

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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

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 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. 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 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.
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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)

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 range 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	

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 <i>So What</i> paragraph... I know more about my strengths, weaknesses and trends. <i>So What?</i> What do I need to do to attain my goals?	3. Student will continue above entry with <i>So What</i> paragraph.
4. The counselor collects and secures grades	4. Students submit their personal grades,

and files the completed graphs and journal entries in the students' career folders.	completed graphs, and journal entries to counselor.
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Teacher Follow-Up Activities

The teacher may review student journals and graphs.

Counselor reflection notes (completed after the lesson)

Academic Development

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

Applying skills needed for educational achievement.

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

Applying the skills of transitioning between educational levels.

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

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

Unit # 1 Title: How 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)

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.

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:

- Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
- Indirect (Reflective Discussion, Concept Mapping)
- Experiential (Surveys)
- Independent Study (Research Projects)
- 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:

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

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:

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:
<ol style="list-style-type: none"> 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. 2. When the inventory has been completed, allow time for students to talk about their thinking as they were completing it, e.g. did 	<ol style="list-style-type: none"> 1. Ask clarifying questions about the inventory. Complete the career interest inventory thoughtfully and deliberately. 2. Post-inventory: Reflect on process and respond to questions

<p>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.</p> <p>(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).</p> <p>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.</p>	<p>3. Students will share closing comments.</p>
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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)

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.

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!”

Procedures:

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 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. 2. Return students' career interest inventory results. Allow time for the students to review the information. Stress the limitations of individual results: <ul style="list-style-type: none"> • 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.”). 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? 4. Provide instructions for the <i>Who I Am...</i> activity sheet and have students complete it by marking an X in the boxes that are like them. <p>NOTE: <i>Students may be unfamiliar with the vocabulary on this activity sheet. The</i></p>	<ol style="list-style-type: none"> 1. Students will identify a job. 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. 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. Review the <i>Who I Am...</i> activity sheet and ask clarifying questions.

<p><i>counselor may choose to read the items and offer explanation as questions arise.</i></p> <ol style="list-style-type: none"> 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. 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 <i>Who I Am...</i> activity sheet. While students are investigating a specific career, they should consider which career path that occupation fits into. 7. Help students explore the career information resources available to them – on the internet, in the counselor’s office, in the school library. 	<ol style="list-style-type: none"> 5. Complete Step 1 of “<i>Who I Am...</i>” activity sheet; give to counselor after completing. 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 <i>Who I Am...</i> activity sheet. 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 <i>Researching a Career</i> to record information they find during the research they conduct.
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Teacher Follow-Up Activities

Students post careers they investigated on a classroom career path chart.

Counselor reflection notes (completed after the lesson)

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.

- | | | |
|--|--|--|
| <input type="checkbox"/> High salary
(over \$50,000) | <input type="checkbox"/> Working in a wet place | <input type="checkbox"/> Working in a safe place |
| <input type="checkbox"/> Middle income
(\$20,000 to \$50,000) | <input type="checkbox"/> Working in some hazardous
surroundings | <input type="checkbox"/> Working at the same location
all day |
| <input type="checkbox"/> Low income
(under \$20,000) | <input type="checkbox"/> Pleasant working conditions | <input type="checkbox"/> Working inside |
| <input type="checkbox"/> Staying clean | <input type="checkbox"/> Working outside | <input type="checkbox"/> Getting dirty |
| <input type="checkbox"/> Working in a factory | <input type="checkbox"/> Working in a rural setting | <input type="checkbox"/> Working in many areas |
| <input type="checkbox"/> Working in a store | <input type="checkbox"/> Working in an office | <input type="checkbox"/> Traveling as part of the job |
| <input type="checkbox"/> Working in a noisy place | <input type="checkbox"/> Working with other people | <input type="checkbox"/> Working in a quiet place |
| <input type="checkbox"/> Working in heat | <input type="checkbox"/> Planning your own work | <input type="checkbox"/> Working alone |
| <input type="checkbox"/> Working in cold | <input type="checkbox"/> Doing work that provides a
chance to be creative | <input type="checkbox"/> Working in air conditioning |
| <input type="checkbox"/> Working in a dry place | <input type="checkbox"/> Doing the same task each day | <input type="checkbox"/> Having a high level of
responsibility |
| <input type="checkbox"/> Following orders | <input type="checkbox"/> Spending lots of time with your
family | <input type="checkbox"/> Doing different tasks every
day |
| <input type="checkbox"/> Working a seasonal job | <input type="checkbox"/> Being your own boss | <input type="checkbox"/> Having vacation time |
| <input type="checkbox"/> Working for someone else | <input type="checkbox"/> Working short hours | <input type="checkbox"/> Having flexible hours |
| <input type="checkbox"/> Performing mental, rather
than physical, tasks | <input type="checkbox"/> Working a regular 40-hour week | <input type="checkbox"/> Having respect in the
community |
| <input type="checkbox"/> Working with details | <input type="checkbox"/> Working with tools | <input type="checkbox"/> Performing physical, rather
than mental, tasks |

- | | | |
|---|---|--|
| <input type="checkbox"/> Having good fringe benefits | <input type="checkbox"/> Manufacturing a product | <input type="checkbox"/> Performing a service |
| <input type="checkbox"/> Working while standing | <input type="checkbox"/> Working while sitting | <input type="checkbox"/> Helping people |
| <input type="checkbox"/> Doing work that requires a great deal of reading and writing | <input type="checkbox"/> Competing with others | <input type="checkbox"/> Working in an expanding career area |
| <input type="checkbox"/> Motivating others | <input type="checkbox"/> Influencing others | <input type="checkbox"/> Working in a city |
| <input type="checkbox"/> Working in the suburbs | <input type="checkbox"/> Supervising others | <input type="checkbox"/> Making decisions on the job |
| <input type="checkbox"/> Working in a declining career area | <input type="checkbox"/> No high school diploma or GED required | <input type="checkbox"/> Social skills required |
| <input type="checkbox"/> Listening skills required | <input type="checkbox"/> Following directions carefully | <input type="checkbox"/> Trade or technical school required |
| <input type="checkbox"/> Working with a chance for advancement | <input type="checkbox"/> Advanced college degree required | <input type="checkbox"/> Using writing skills |
| <input type="checkbox"/> Using speaking skills | <input type="checkbox"/> Using reading skills | <input type="checkbox"/> On-the-job training required |
| <input type="checkbox"/> Apprenticeship offered | <input type="checkbox"/> License required | <input type="checkbox"/> Memory skills required |
| <input type="checkbox"/> Working as a member of a team | <input type="checkbox"/> Good grooming required | <input type="checkbox"/> Using science skills |
| <input type="checkbox"/> Advanced math skills required | <input type="checkbox"/> Basic math skills required | <input type="checkbox"/> Union membership required |
| <input type="checkbox"/> Typing skills required | <input type="checkbox"/> Special skills required | <input type="checkbox"/> College degree required |
| <input type="checkbox"/> Social studies skills required | <input type="checkbox"/> Good manners required | <input type="checkbox"/> 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.

<p>Unit # 1 Title: How Do the Pieces Fit?</p> <p>Lesson Title: We Are All Pieces of the Puzzle Lesson: 3 of 3</p> <p>Grade Level: 7</p> <p>Length of Lesson: 30 minutes</p> <p>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.</p> <p>Grade Level Expectation (GLE): CD.7.C.07: Recognize the relevance of all work and workers and their existence in a global society.</p> <p>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.</p>

Materials (include activity sheets and/ or supporting resources)

<p>Completed <i>Who I Am ...</i> and <i>Researching a Career</i> activity sheets (see Lesson 2) Activity Sheet: <i>Map It Out</i> concept map (2 copies for each student); Item(s) purchased locally but produced in another country A small puzzle</p>
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Show Me Standards: Performance Goals (check one or more that apply)

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

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts
	Mathematics
X	Social Studies
	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:
<ol style="list-style-type: none"> 1. Distribute students' completed <i>Who I Am</i> ... 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". 2. Divide students into task groups. Give each group a <i>Map It Out</i> activity sheet. 	<ol style="list-style-type: none"> 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. Participate in group discussion while respecting the views of others.

<p>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.</p> <p><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.</p> <p>Allow 5 minutes for students to complete the activity sheet.</p> <p>3. Review the groups' results, soliciting opinions from the rest of the class.</p> <p>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 <i>Map It Out</i> 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.</p>	<p>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.</p> <p>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.</p>
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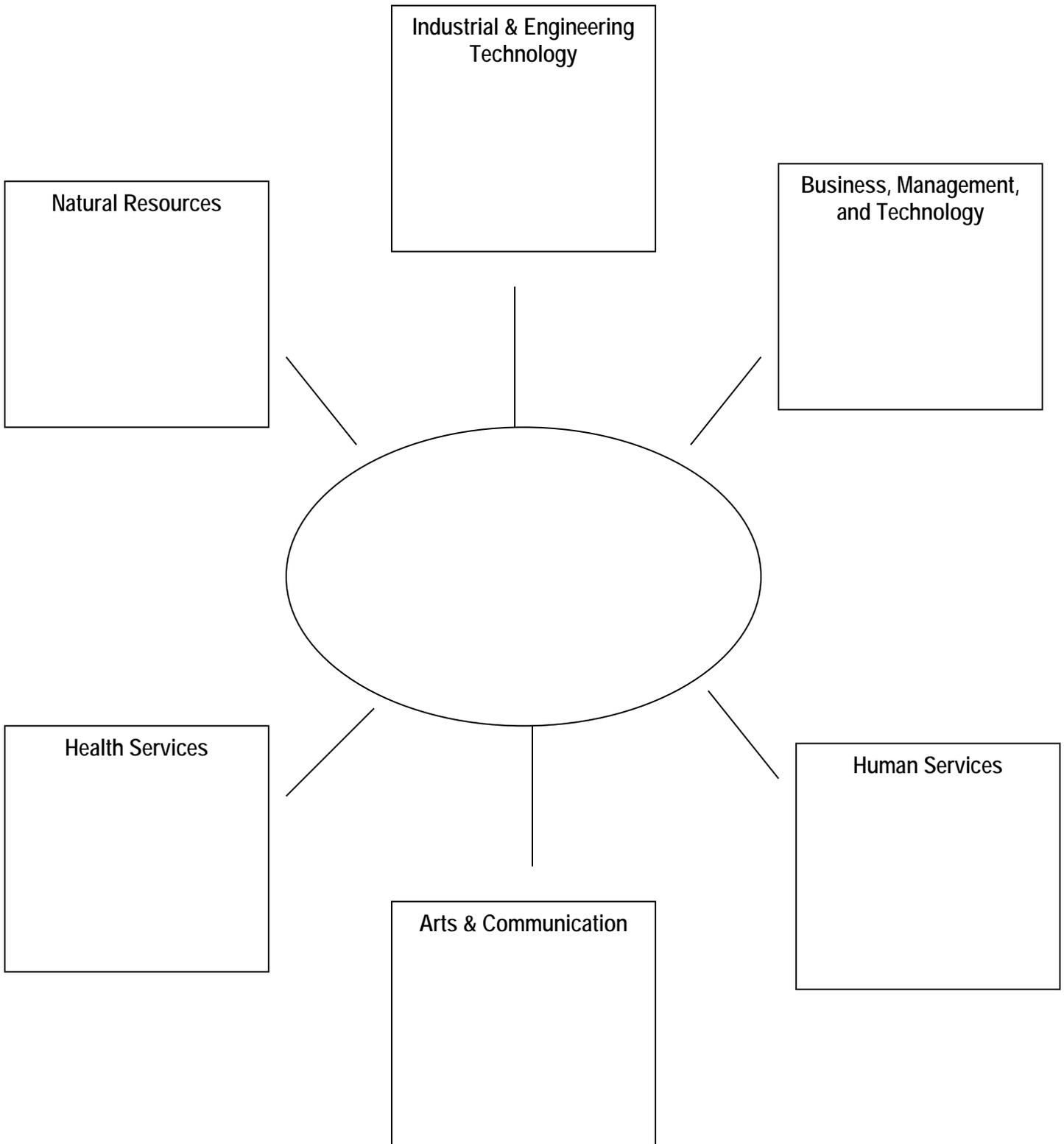
<p>Allow 5 minutes for students to complete the activity sheet.</p> <p>5. Discuss the groups' results for this exercise. Follow up with discussion of a global society, the value of all work and workers and the interdependence of people all over the world.</p>	<p>5. As closure, students will do a 2-minute writing summarizing what they have learned during this unit. These summaries may be included in the students' Personal Plan of Study/Career Portfolio.</p>
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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)

Activity Sheet: Map It Out!



COURSE INTRODUCTION:**Career Development**

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

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

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

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

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

Applying skills for career readiness and success.

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

<p>UNIT DESCRIPTION: How Do the Pieces Fit?</p> <p>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.</p> <p>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.</p>		<p>SUGGESTED UNIT TIMELINE: 3 Lessons</p> <p>CLASS PERIOD (min.): 30 minutes each</p>				
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> 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
<p>1. The student will identify interests and relate that information to career and career paths by completing an interest inventory.</p>		<p>CD.7.A.07: Use current interests, strengths, and limitations to guide career exploration and educational planning.</p> <p>CD.7.B.07: Recognize occupations and careers as they relate to career paths, personal interests, and aptitudes.</p>		<p>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</p>	<p>CD A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p> <p>CD C. Students will understand the relationship between personal qualities, education, training and the world of work.</p>	<p>DOK – Level 3</p> <p>DOK – Level 2</p>

		<p>CD.7.C.07: Recognize the relevance of all work and workers, and their existence in a global society.</p> <p>CD.8.A.07: Utilize career and educational information to explore career paths of interest.</p> <p>CD.8.B.07: Utilize a variety of resources to obtain information about the levels of training and education required for various occupations.</p>				<p>DOK – Level 2</p> <p>DOK – Level 2</p> <p>DOK – Level 3</p>
<p>2. The student will research three possible careers and choose one for further investigation.</p>		<p>CD.7.A.07 CD.7.B.07 CD.7.C.07 CD.8.A.07 CD.8.B.07</p>		<p>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</p>	<p>CD A CD C</p>	<p>DOK – Level 3 DOK – Level 2 DOK – Level 2 DOK – Level 2 DOK – Level 3</p>

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

Unit # 2 Title: 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.

	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:

<p>What is a good worker? How do people get hired for jobs?</p>

Unit Measurable Learning Objectives:

<p>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.</p>
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Unit Instructional Strategies/Instructional Activities:

<p><input checked="" type="checkbox"/> Direct (Guided & Shared-Reading, Listening, Viewing, Thinking) <input type="checkbox"/> Indirect (Problem Solving) <input checked="" type="checkbox"/> Experiential (Role Playing) <input checked="" type="checkbox"/> Independent Study (Essays, Homework) <input checked="" type="checkbox"/> Interactive Instruction (Role Playing, Discussion, Interviewing)</p>

Unit Summative Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Students will complete job applications and identify interview skills through reflective writing.</p>
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Brief Summary of Unit:

<p>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</p>
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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

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: <i>Job Application: Happy Hamburger House</i> (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: <i>Interview Scenarios</i> (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

	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

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 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? 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 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students will volunteer responses to the question, review the list of responses and make an observation about the list on the board. 2. Students will volunteer responses the question.
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<p>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.</p> <ol style="list-style-type: none"> 3. Ask students for ideas on the correct way to complete a job application. 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). 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. 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. 7. Each group is given the Activity Sheet: <i>Interview Scenarios</i> (interviews with Marvin and Raven). They are instructed to review, evaluate and highlight the <i>Interview Scenarios</i> in the same way they did the job applications, problem areas (incorrect areas) in yellow and effective interview skills (correct areas) in green. 	<ol style="list-style-type: none"> 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. 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. 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. Students will share ideas they have on the correct way to complete a job application. Possible answer: Dress nicely and use good manners. 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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<p>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.</p> <p>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.</p> <p>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.</p> <p><i>(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.)</i></p>	<p>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.</p> <p>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.</p> <p>10. Students will complete two job applications and return them within two days.</p>
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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

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.*

Happy Hamburger House Job Application

Please print (use blue or black ink) or type.

Name

Last	Stone	First	Raven	MI	M
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Address

Number	307	Street	Maple Avenue	City	Anytown	State	MO
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Phone

Daytime phone	555-1234	Evening phone	
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Position

<input type="checkbox"/> Full-time	<input checked="" type="checkbox"/> Evenings	<input type="checkbox"/> Days	<input type="checkbox"/> Any
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Education	Name/Address	Course/Major	Date Graduated
Elementary	456 E. 11 th Anytown, MO		
Middle/Jr. High	456 E. 11 th Anytown, MO		
High School	456 E 11 th 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 mo/yr mo/yr	To	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.

Signature

Date

Happy Hamburger House Job Application

Please print (use blue or black ink) or type.

Name

Last Smith	First Marvin	MI L
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Address

Number 703	Street Birch Lane	City Anytown	State MO
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Phone

Daytime phone 555-123-4321	Evening phone 555-123-4321
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Position

<input checked="" type="checkbox"/> Full-time	<input type="checkbox"/> Evenings	<input type="checkbox"/> Days	<input type="checkbox"/> Any
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Education	Name/Address	Course/Major	Date Graduated
Elementary	456 11 th Anytown, MO	Not applicable	Not applicable
Middle/Jr. High	456 11 th Anytown, MO	Not applicable	Not applicable
High School	456 11 th 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
Signature

4-15-205
Date

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?”

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.”

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."

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.”

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), <i>Interview Checklist</i> 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
	Mathematics
X	Social Studies
	Reading and writing
	Use of tools of social inquiry, relationships of the individual and groups

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	Positive 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

<p>Instructor’s Procedures/Instructional Strategies: (Note: Be cautious about setting students apart, making a distinction between those who have been selected and those who have not.)</p> <p>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?”</p>	<p>Student Involvement/Instructional Activities:</p> <p>1. Students will respond to the questions. (Students will know beforehand who will be interviewed and are to come prepared to</p>
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<p>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 <i>Interview Checklist</i> activity sheet.</p> <p>Specific Procedures:</p> <p>3. Distribute the necessary amount of <i>Interview Checklist</i> activity sheets to the student being interviewed, the interviewer, and observers.</p> <p>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.</p> <p>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 <i>Interview Checklist</i> 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.</p> <p>6. Second and third interviews: Repeat same interview procedures as First Interview.</p>	<p>have someone interview them if told they have been chosen.)</p> <p>2. Students will ask clarifying questions.</p> <p>3. Students will review the <i>Interview Checklist</i> activity sheet and ask clarifying questions.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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<p>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 <i>Interview Checklist</i> activity sheets.</p> <p>8. The group will be brought back together and the instructor will provide the interviewers with feedback provided by the observers.</p> <p>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.</p>	<p>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.</p> <p>8. In the larger group, general feedback will be provided</p> <p>9. Students will write summary of activities</p>
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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

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**.

COURSE INTRODUCTION:**Career Development**

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

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

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

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

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

Applying skills for college and career readiness and success.

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

<p>2. The student will identify skills involved in the process of interviewing for a job by completing an interview checklist.</p>	<p>CD.9.A.07 CD.9.B.07</p>	<p>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</p>	<p>CD C</p>	<p>DOK Level – 4 DOK Level – 2</p>
<p>3. The student will write a reflective essay, which addresses past and present views regarding the interview process and his/her personal interview skills.</p>	<p>CD.9.A.07 CD.9.B.07</p>	<p>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</p>	<p>CD C</p>	<p>DOK Level – 4 DOK Level – 2</p>
<p>4. The student will identify one goal for improvement or implementation of a specific interview skill.</p>	<p>CD.9.A.07 CD.9.B.07</p>	<p>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</p>	<p>CD C</p>	<p>DOK Level – 4 DOK Level – 2</p>
<p>ASSESSMENT DESCRIPTIONS*: Students will complete job applications and identify interview skills through reflective writing.</p>				

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

UNIT RESOURCES: (include internet addresses for linking)

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

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