

Unit 1 Title: Color Your World	Grade Level: 8
Number of Lessons in Unit: 2	Time required for each lesson: Varies
Best time of year to implement this unit: Depends on particular lesson	
Lesson Titles:	
Lesson # 1: Color Your Destiny	
Materials/Special Preparations Required:	
Children’s book about feelings and self-concept (lesson provides some examples)	
Poster board or butcher paper	
Markers or crayons	
Quote by Frank Outlaw (can be given to students or displayed as a poster)	
SMART Board or other visual display	
Toothpaste	
Lesson # 2: Color Your Community	
Materials/Special Preparations Required:	
Person who has participated in a community service project or video of community service project	
Research prospective community service projects	
Missouri Comprehensive Guidance and Counseling Big Idea:	
PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities	
Grade Level Expectations (GLEs):	
PS.1.A.08:	Identify thoughts and feelings and how they relate to self-concept. (DOK Level - 2)
PS.1.B.08:	Recognize the different roles and responsibilities people play in the family, school, or community, and how those roles and responsibilities are interrelated. (DOK Level - 4)
PS.1.C.08:	Recognize personal ways for the individual to contribute as a member of the school community. (DOK Level - 1)
American School Counselor Association (ASCA) National Standard:	
Personal/Social Development	
A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.	
B: Students will make decisions, set goals and take necessary action to achieve goals.	

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

X	Goal 1: gather, analyze and apply information and ideas
	2. Conduct research to answer questions and evaluate information and ideas.
	8. Organize data, information and ideas into useful forms (including charts, graphs,

	<p>outlines) for analysis.</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 perspective of others.</p>
X	<p>Goal 3: recognize and solve problems</p> <p>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences.</p> <p>2. Develop and apply strategies based on ways others have prevented or solved problems.</p> <p>3. Develop and apply strategies based on one’s own experience in preventing or solving problems.</p>
X	<p>Goal 4: make decisions and act as responsible members of society</p> <p>2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States.</p> <p>3. Analyze the duties and responsibilities of individuals in societies.</p> <p>6. Identify tasks that require a coordinated effort and work with others to complete those tasks.</p>

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
X	Fine Arts	4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines.

Unit Essential Questions:

What is a positive self-concept?

Unit Measurable Learning Objectives:

<p>The student will contribute to a group project to create a mural, illustrating what a feeling looks like and present the finished project to the class.</p> <p>The student will participate in a service learning project and discuss the process, including successes and challenges.</p>

Unit Instructional Strategies/Instructional Activities:

- Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
- Indirect (Writing to Inform)
- Experiential (Field Observations)
- Independent Study
- Interactive Instruction (Brainstorming; Laboratory Groups; Cooperative Learning)

Unit Summative Assessment (acceptable evidence):

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

The student will contribute to a group project to create a mural, illustrating what a feeling looks like and present the finished project to the class.

The student will contribute to a service learning project.

Brief Summary of Unit:

The old adage “sticks and stones may break my bones, but words will never hurt me” can be so untrue. Many students are wounded daily by words and eventually those words can become part of their self-concept. This lesson explores the way in which words can shape self-perception.

A group of students and the counselor will research a community project to which the students can contribute. Following the lesson, the students will process how the various groups contributed to the success of the project.

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

The counselor may need to review group discussion skills, such as respecting the rights of individuals to express ideas, disagreeing in an agreeable manner, etc. Students will have had some experience with cooperative group activities.

<p>Unit 1 Title: Color Your World</p> <p>Lesson Title: Color Your Destiny Lesson 1 of 2</p> <p>Grade Level: 8</p> <p>Length of Lesson: 45 minutes, or can be divided into 2 lessons</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities</p> <p>Grade Level Expectation (GLE): PS.1.A.08: Identify thoughts and feelings and how they relate to self-concept.</p> <p>American School Counselor Association (ASCA) National Standard: Personal/Social Development A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect themselves and others.</p>

Materials (include activity sheets and/ or supporting resources)

<p>Any children’s book dealing with feelings/self-concept and how they affect a person’s perceptions of themselves or their world. Examples: <u>Hailstones and Halibut Bones</u>, <u>I Feel Silly</u>, <u>My Many Colored Days</u>, <u>The Eagles Who Thought They Were Chickens</u></p> <p>Poster board or butcher paper</p> <p>Markers or crayons</p> <p>Quote by Frank Outlaw (can be given to students or displayed as a poster)</p> <p>SMART Board, or other visual display for assessment activity</p> <p>Toothpaste</p>
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Show Me Standards: Performance Goals (check one or more that apply)

X	<p>Goal 1: gather, analyze and apply information and ideas</p> <p>8. Organize data, information and ideas into useful forms for analysis or presentation.</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 others.</p>
X	<p>Goal 3: recognize and solve problems</p> <p>2. Develop and apply strategies based on ways others have prevented or solved problems.</p> <p>3. Develop and apply strategies based on one’s own experience in preventing or solving problems.</p>
	<p>Goal 4: make decisions and act as responsible members of society</p>

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines.

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will illustrate what a feeling looks like.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
 The student will contribute to a group project to create a mural, illustrating what a feeling looks like and present the finished project to the class.

Lesson Preparation

Essential Questions: Why is having a positive self-concept important to a person’s development?

Engagement (Hook): On a blank transparency, draw stripes. Ask a student to come to the overhead and spread toothpaste along the stripes. Then ask the student to return the toothpaste to the tube. The student will find the task impossible. Ask the class to respond to the following statement and questions.

“As you see, once you spread the toothpaste, it is impossible to put it back. Likewise, once you spread gossip or speak poorly of a person, it cannot be taken back. This is especially true with posting rumors or negative comments about others on the internet (i.e. cyber-bullying, sexting, etc...). Even if you say you are sorry, can you truly mend the damage that has been done?”

Procedures

Instructor Procedures/Instructional Strategies::	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. “What do you think you need to do to respect other people’s integrity? “I am going to read the following book about different ways to view things (give title), and I want you to listen for the words that relate to feelings and how someone looks at themselves. Also, think about others in the story. How are they viewing the same situation?” The counselor will read the story of choice. 2. Discuss details from the story. The counselor can help students see the relationship between feelings, objects, and color as in the case of the story <u>Hailstones and Halibut Bones</u>. Other types of relationships between perceptions and feelings can be drawn from the other stories. The counselor will rely on students’ inferences to fill in the areas. 3. Divide students into task groups, taking care to allow for a variety of student needs and strengths. The counselor will provide the following instructions: “Use the paper and markers to give us a picture of what a feeling word looks like. Try to be as creative as possible to make the word come alive. Pretend that you don’t know how to read. How would you get the feeling across?” Allow 10 to 15 minutes. 4. Assemble all groups’ pictures into a mural. Ask classmates if they think the picture reflects the message that the group intended. 5. Introduce the quote by Frank Outlaw (see handout). Have the students get back in their groups to discuss the quote and what they think the author is saying or facilitate discussion of the quote with the entire classroom and the author’s intent behind the quote. 	<ol style="list-style-type: none"> 1. Student will listen and take notes if needed. 2. Students will provide information from their understanding of the story. 3. Students will work cooperatively to design a product to which each will contribute. 4. Groups will present their pictures and explain their intended message. Students will answer any questions from the class. 5. Students will work either in discussion groups or as part of a classroom discussion.

Teacher Follow-Up Activities

The counselor can work with the teacher to display the poster and/or reinforce the concepts of the quote. The teacher can also work with students whose words reflect less than a positive self-concept.

Counselor reflection notes (completed after the lesson)



**WATCH YOUR THOUGHTS; THEY
BECOME YOUR WORDS.
WATCH YOUR WORDS; THEY BECOME
YOUR ACTIONS.
WATCH YOUR ACTIONS; THEY BECOME
YOUR HABITS.
WATCH YOUR HABITS; THEY BECOME
YOUR CHARACTER.
WATCH YOUR CHARACTER, FOR IT
WILL BECOME YOUR DESTINY.**

--FRANK OUTLAW



Unit 1 Title: Color Your World	
Lesson Title: Color Your Community	Lesson 2 of 2
Grade Level: 8	Length of Lesson: Varies with size of project and community
Missouri Comprehensive Guidance and Counseling Big Idea:	
PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities	
Grade Level Expectations (GLEs):	
PS.1.B.08:	Recognize the different roles and responsibilities people play in the family, school, or community, and how those roles and responsibilities are interrelated.
PS.1.C.08:	Recognize personal ways for the individual to contribute as a member of the school and community.
American School Counselor Association (ASCA) National Standard:	
Personal/Social Development	
A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.	
B: Students will make decisions, set goals, and take necessary action to achieve goals.	

Materials (include activity sheets and/ or supporting resources)

Person who has participated in a community service project or video of community service project
 Materials will depend on the service project selected.

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

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 4: make decisions and act as responsible members of society 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the U. S. 3. Analyze the duties and responsibilities of individuals in societies 6. Identify tasks that require a coordinated effort and work with others to complete

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

<p>The student will participate in a service learning project and discuss the process, including successes and challenges.</p>
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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>The student will contribute to a service learning project.</p>

Lesson Preparation

<p>Essential Questions: How do people manage all the responsibilities of their roles? How can a person’s contributions to their community effect change (both positive and negative)?</p> <p>Engagement (Hook): Have a person or student who participated in a past community service project present on the experience to the class (use pictures and/or video of the event if available). Instructor may also show a video of a community service project.</p>
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Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. Recruit students from the eighth grade to discuss possible service projects in which the class might want to become involved. Make sure that you have a wide range of student groups involved in the decision-making process. Guide the students toward a project in which every student can participate, regardless of ability or economic background. (Examples might include a penny drive, canned food drive, school and/or community beautification, etc.) Students may want to contact community leaders for possible ideas for projects. Depending on the size of your school, the eighth graders can coordinate the project through their homerooms and include just eighth grade, or the project can be building- or district-wide (see the DESE Service Learning Web page http://dese.mo.gov/eel/exl/servicelearning/).</p> <p>2. Arrange with classroom teachers to have the students from the small group visit classrooms to enlist the help of their fellow students to participate in the community service project. Assist students in preparing appropriate dialogue to promote and pump-up their service project.</p> <p>3. Once the students have completed the service project, meet with them to discuss the issues related to completing the project. If you do not have members of your focus group in the classroom, you might want to have a few of them in to help lead the discussion.</p> <ul style="list-style-type: none"> • In order to begin the project, what did we need to know? • What were some of the obstacles or challenges we faced? • How was our school and/or community involved in this project? 	<p>1. Students will brainstorm possible service projects and collaborate to decide on one valuable, workable project.</p> <p>2. Students will prepare dialogue to promote their service project. They will visit classrooms to enlist the help of their fellow students to participate in the community service project.</p> <p>3. Students will discuss the points related to the service project while recognizing the views of others. Students will discuss the highlights of the projects and brainstorm how the project might be improved if someone else was considering a similar project.</p>

<ul style="list-style-type: none">• How did your family contribute or help with the project?• What discussions did you have with your family and friends about the project?• Did you discuss or solicit help from someone in the community? What was the response? How did you respond to them?• How did your relationships within the community influence the success of the project? Were you able to make new relationships or improve existing relationships as a result of this project?• What suggestions would you give to someone who was considering doing a similar project?• How did your perceptions of yourself, your school and/or community change as a result of this project? <p>(If the project does not go as well as planned, students still need to process and consider ways in which they could have improved the situation. The counselor might want the focus group then to write a suggestion letter to the next year's eighth grade.)</p>	
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Teacher Follow-Up Activities

The teacher may want to participate in the classroom activity or project.

Counselor reflection notes (completed after the lesson)

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COURSE INTRODUCTION:**Personal/Social Development**

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

		PS. 1.C.08 Recognize personal ways for the individual to contribute as a member of the school community.			achieve goals.	
2. The student will participate in a service learning project and discuss the process, including successes and challenges.		PS.1.A.08 PS.1.B.08 PS.1.C.08		SL.8.1 SL.8.4 L.8.1 L.8.3 L.8.4 L.8.5 L.8.6	P/SD A P/SD B	Level 2 Level 4 Level 1
ASSESSMENT DESCRIPTIONS:						
The student will contribute to a group project to create a mural, illustrating what a feeling looks like and present the finished project to the class. The student will contribute to a service learning project.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<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: Lesson 1 Color Your Destiny					
2	Lesson 2 Color Your Community					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1	See Lessons: Lesson 1 Color Your Destiny					
2	Lesson 2 Color Your Community					

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

Unit 1 Title: 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: Relationships...Quality Control **Lesson** 3 of 5

Grade Level: 8

Length of Lesson: 45 minutes

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

Grade Level Expectation (GLE):
PS.2.A.08: Self-assess interpersonal skills that will help maintain quality relationships.

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

Materials (include activity sheets and/ or supporting resources)

Activity Sheet – *I Am.....*
Mirrors
Paper and markers

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

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

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English
X	Mathematics	1. Addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
	Social Studies	

	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will complete the *I am* activity, select a skill they would like to improve, and outline a self-improvement plan.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
 The students will complete a checklist and have a discussion about interpersonal skills in quality relationships.

Lesson Preparation

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

Engagement (Hook): Pass out a mirror to each student and ask them to take a minute to look at themselves. Ask them to reflect on what is on the inside and not the outside. Ask them which is more important when it comes to making and keeping friends.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Ask the students what interpersonal means then discuss their responses until there is a suitable definition. 2. Discuss and define what constitutes a relationship (family, friends, romantic). 3. Explain the <i>I Am</i> activity sheet to the students. Review the use of a Likert Scale. Stress that honesty is essential in this evaluation and that is for self-awareness and improvement. 4. Explain to the students how to score the checklist. After scoring time, explain the scores and ask the students to comment on their personal score. 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students propose definitions of interpersonal until a suitable definition is proposed. 2. Through input, students will explore and define relationships. 3. Students will use the Likert Scale to honestly evaluate themselves on skills needed to maintain quality relationships. 4. Students self-score the checklist and comment on their score.
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<p>5. Review the skills listed in the checklist and evoke comments from students regarding the importance of the skill in relationships.</p> <p>6. Collect the checklist scale to add to student portfolio.</p> <p>7. Create key-word posters with the following words: Thoughtful, Good Communicator, Positive Body Language, Forgiving, Patient, Honest, “I” Messages, Respectful, and Apologize. Leave them with the teacher to post around the room as reminders throughout the year.</p>	<p>5. Participate in discussion regarding the importance of the skill listed on the checklist.</p> <p>6. Students turn in checklist.</p> <p>7. Students design key-word posters.</p>
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Teacher Follow-Up Activities

Teacher will post the key-word posters around the room and refer to them when necessary as a reminder of the lesson with the students.

Counselor reflection notes (completed after the lesson)

I Am...

Rate yourself using the following scale:

5 = always 4 = usually 3 = most of the time 2 = sometimes 1 = never

On lines 1 and 2, write a real-life example of how you have demonstrated this skill.

_____ A thoughtful person
1. _____
2. _____

_____ A person who avoids conflict
1. _____
2. _____

_____ A good communicator
1. _____
2. _____

_____ Aware of my body language
1. _____
2. _____

_____ Forgiving of others / Don't hold a grudge
1. _____
2. _____

_____ Patient with others
1. _____
2. _____

_____ Honest / Trustworthy
1. _____
2. _____

_____ Someone who uses "I" messages
1. _____
2. _____

_____ Someone who stays out of other people's business
1. _____
2. _____

_____ Able to think of others before myself
1. _____
2. _____

_____ Respectful of personal differences
1. _____
2. _____

_____ Proud of the decisions I make
1. _____
2. _____

_____ Able to say I am sorry when I am wrong
1. _____
2. _____

_____ Able to keep my cool when I get upset
1. _____
2. _____

Total score _____

What your score means:

70 – 56 You have excellent interpersonal skills. You probably have many valuable relationships. You are well-liked by your peers and your family. You are a very mature young person.

55 – 40 You are well on your way to learning excellent interpersonal skills. The fact that you recognize your weaker areas is a great stepping stone to realizing your potential. You probably have a lot of friends, but there are probably people out there who would like to be your friend—reach out to them using some new skills.

39 – 26 You appear to be lacking some skills that you should have acquired by this age. You need to take an honest look at yourself and where you need to make some changes in order to fit into society. If you are struggling in a particular area, please ask your friends, a counselor or another trusted adult for help.

25 -14 If your score falls here, don't panic! To improve your interpersonal skills, first look at the areas that you scored yourself low. Next, think for a minute about the friends that you have now. Do your actions sometimes upset others? Are you the best friend you can be? Would you be your own friend? Be honest with yourself. That is the only way to improve.

Are you surprised by your score? _____

Why or why not?

Which interpersonal skills did you discover that you want to/will strengthen?

Outline your self- improvement plan:

<p>Unit 1 Title: Relationships: What Do Skills Have to Do with It?</p> <p>Lesson Title: I Know What You Did This Summer Lesson 4 of 5</p> <p>Grade Level: 8</p> <p>Length of Lesson: 45 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.2: Interacting With Others in Ways That Respect Individual and Group Differences</p> <p>Grade Level Expectation (GLE): PS.2.A.08: Self-assess interpersonal skills that will help maintain quality relationships.</p> <p>American School Counselor Association (ASCA) National Standard: Personal/Social Development A: Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.</p>
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<p>Materials (include activity sheets and/ or supporting resources)</p> <p>Activity Sheet – <i>I Heard What You Did This Summer</i> Sets of footprints made from cardboard or construction paper</p>

Show Me Standards: Performance Goals (check one or more that apply)	
X	<p>Goal 1: gather, analyze and apply information and ideas</p> <p>6. Discover and evaluate patterns and relationships in information, ideas and structures</p> <p>7. Evaluate the accuracy of information and the reliability of its sources</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>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 one’s own experience in preventing or solving problems</p> <p>6. Examine problems and proposed solutions from multiple perspectives</p>
X	<p>Goal 4: make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions</p> <p>3. Analyze the duties and responsibilities of individuals in societies</p>

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

Academic Content Area(s)	Specific Skill(s)
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X	<p>Communication Arts</p> <p>1. Speaking and writing standard English (including grammar, punctuation, spelling, capitalization)</p> <p>6. Participating in formal and informal presentations</p>
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		and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will demonstrate at least three effective resolve interpersonal skills which could resolve a conflict.

Lesson Formative Assessment (acceptable evidence):

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

Assessment can be question answer, performance activity, etc.

Student will complete a conflict resolution activity sheet and role-play how to use interpersonal skills to resolve a conflict.

Lesson Preparation

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

Engagement (Hook): Ask for two volunteers who will act out an example of a conflict created by the counselor. Volunteer stands on a set of footprint cut-outs. Students act out conflict scenarios. Students switch places and discuss how it feels from the other person’s point of view.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Distribute activity sheet and read it aloud with the students. Ask the students if anything similar has ever happened to them. Ask how many have been the Stan, the Jack and the Julie. 2. Take one character section at a time and ask the students to place themselves in each character’s position as they respond to the questions. Students should be reminded to answer honestly. 3. Ask students to turn to a neighbor and share 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students will listen to the story and interact with the instructor as he/she asks questions related to the story. 2. Students will write an honest response appropriate to each character’s situation. 3. Students will turn to a neighbor and discuss
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<p>their answers. Write on the board: Would one person's answer get a better response? What can you learn from the other person? What would you not do if this were you?</p> <p>4. Have the students get into groups of three and brainstorm a list of interpersonal skills that will be useful in the situation. Then have them role-play the story using at least three of those identified skills. The goal is to get a resolution without aggressive language or behavior.</p>	<p>what they wrote down as responses. They will orally answer the questions that are asked by the instructor.</p> <p>4. Students will brainstorm and then role-play the scenario practicing appropriate interpersonal skills to resolve the conflict. Students will assess their role-play and the outcomes with the instructor.</p>
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Teacher Follow-Up Activities

Teacher can positively reinforce the identified appropriate interpersonal skills in the weeks that follow.

Counselor reflection notes (completed after the lesson)

I Heard What You Did This Summer.....

Jack and Julie have been dating for six months. Jack heard from his best friend, Stan, that Julie was seen at the mall this past Saturday by Ken going into the movies with Michael. They were holding hands.

You are Stan.

1. Is it appropriate for you to share your information with Jack? _____

2. Why or why not?

3. How will your decision help your relationship with Jack?

4. What interpersonal skills will you be using?

You are Jack.

1. If Stan shares his information with you, what interpersonal skills will you need to use?

2. Which skills might you find difficult to use?

3. How do you handle the situation with Julie?

4. How much do you really know about the situation?

You are Julie.

1. If Jack questions you, what interpersonal skills will you need to use?

2. If Jack does not believe your answer, how can you handle that?

Write a dialogue from Stan to Jack. The dialogue should focus on maintaining a relationship with Jack.

Unit 1 Title: Relationships: What Do Skills Have to Do with It?

Lesson Title: Relationships...Going Up While Growing Up **Lesson 5 of 5**

Grade Level: 8

Length of Lesson: 45 minutes

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

Grade Level Expectation (GLE):
PS.2.A.08: Self-assess interpersonal skills that will help maintain quality relationships.

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

Materials (include activity sheets and/ or supporting resources)

Activity Sheet-*Going Up While Growing Up*
Balloon for each student
Permanent markers

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

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts
X	Mathematics
X	Social Studies
	1. Speaking and writing standard English
	6. Relationships of the individual and groups

		to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

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

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc. The lesson assessment will be the checklist and the discussion about interpersonal skills.

Lesson Preparation

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

Engagement (Hook): As the students enter the classroom, hand them a balloon. Tell them to blow up their balloon and tie it off. Pass around permanent markers and ask the students to write their best friend-making skill on the balloon in the form of I, _____, am good at making friends because _____.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Ask the students to pass the balloons around and read the comments on each balloon. 2. Have students return balloons to the original owner. 3. Pass out activity sheet and read aloud with students. Ask students to complete the first instruction on <i>Going Up While Growing Up</i> Activity Sheet, listing skills they feel are important in relationships. Walk around and monitor appropriateness of traits. 4. Ask students to think about three specific 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students will pass the balloons around and read what others think about themselves. 2. Students will return balloons. 3. Students will individually complete the balloon graphic with skills they feel are valuable in a relationship. 4. Students will identify three friends and
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<p>friends and identify qualities that those friends have that make them good friends to have.</p> <p>5. Complete the same information for three family members.</p> <p>6. Ask the students to self-reflect on 8 skills that they have that they think are important for others to have also. Many of these skills should be repeating from the other lists.</p> <p>7. Ask students to identify which skills they feel are important for others to have but that they do not have on the list for themselves (skills to improve) and then identify what plans or actions they can take to improve skills.</p> <p>8. Initiate discussion about finding differences in the lists. Sample questions/comments: How can we expect things from others in a relationship and not from ourselves? Why would someone want to be your friend if you did not have skills that were important to them? Is it easier to change yourself or to try and change someone else? It is important to note that when you change yourself for the better, you are “growing”, but when you try to change someone else, you are “controlling”. You benefit yourself by focusing on yourself, because you are the one that you will always have to live with.</p>	<p>those qualities that make each person important to them and valuable as a friend.</p> <p>5. Students will identify three family members and those qualities that make each person important to them and valuable as a family member.</p> <p>6. Students will complete self-reflection area.</p> <p>7. Students will compare lists and identify skills that they find that they need to improve. They will identify how they can strengthen those skills.</p> <p>8. Participate in discussion.</p>
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Teacher Follow-Up Activities

Teacher may wish to display the balloons on a bulletin board for a visual reminder of the traits that the students found to be important in being a good friend.

Counselor reflection notes (completed after the lesson)

Going Up While Growing Up

These are interpersonal skills and qualities that I like to see in my friends and family. These help us to get along and work together. They make our relationship fun.

1. Place one skill or quality that you find important in each balloon.

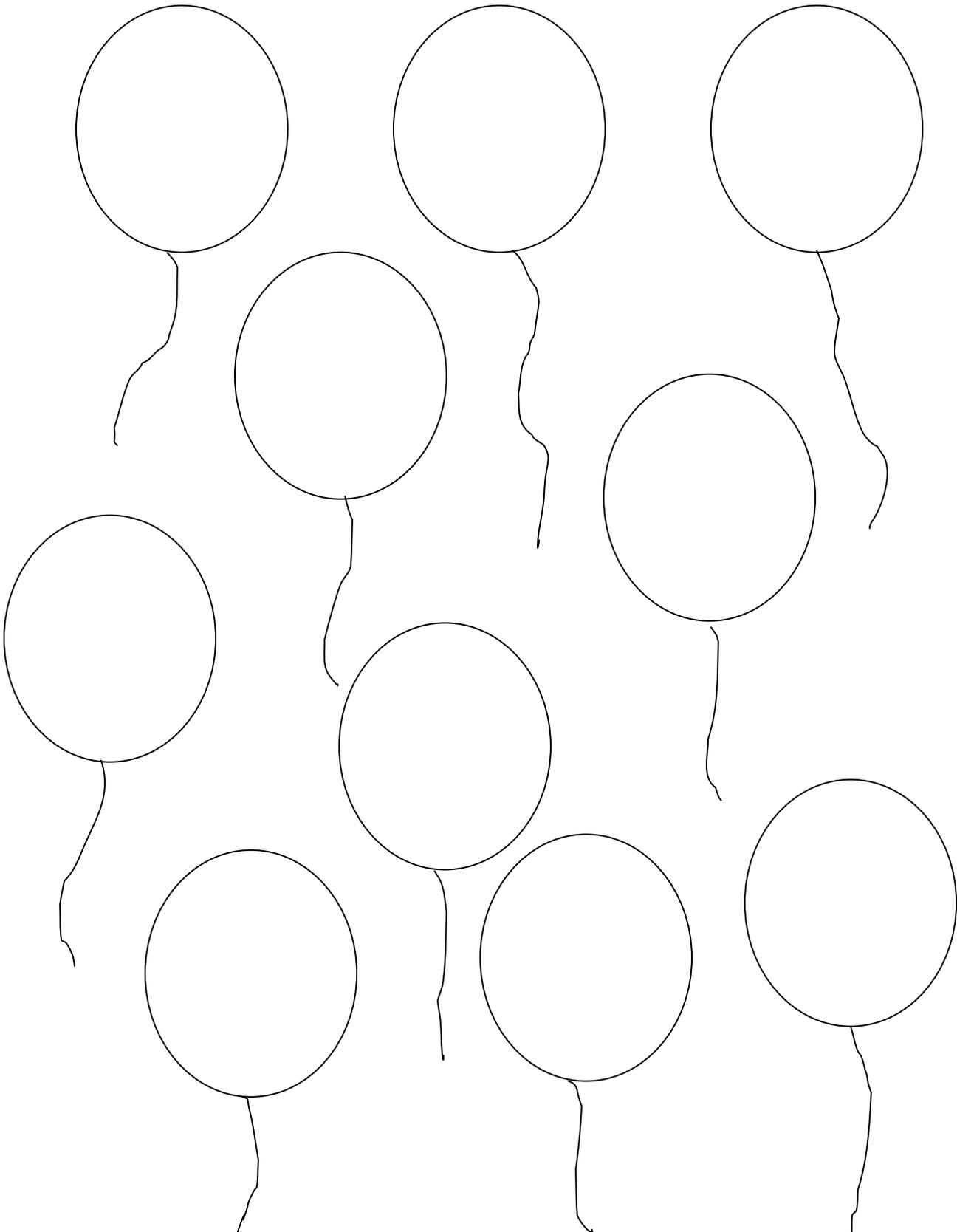
After you have completed the balloon worksheet, continue with #2

2. List 3 friends and identify which "balloon" qualities they have.

1.
2.
3.
4.
5.
6.
7.
8.
9.

1.
2.
3.
4.
5.
6.
7.
8.
9.

1.
2.
3.
4.
5.
6.
7.
8.
9.



List 3 family members and identify which "balloon" qualities they have.

<hr/>	<hr/>	<hr/>
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.

Which "balloon" skills do I have that I think are important for my family and friends to also have?

1.	5.
2.	6.
3.	7.
4.	8.

Which ones do I need to improve?

How can I improve my skills?

Which skills do I think I should focus on first?

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	
Lesson Title: A Stranger Among Us	Lesson 3 of 3
Grade Level: 8	
Length of Lesson: 45 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: PS.2: Advocate respect of individuals and groups.	
Grade Level Expectation (GLE): PS.2.B.08: Apply strategies that promote acceptance and respect of others within the global community.	
American School Counselor Association (ASCA) National Standard: Personal/Social Development A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.	

Materials (include activity sheets and/ or supporting resources)
 Activity Sheet– *A Stranger Among Us*

Show Me Standards: Performance Goals (check one or more that apply)	
X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources 9. Identify, analyze, and compare the institutions, traditions and art forms for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 3. Analyze the duties and responsibilities of individuals in societies

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will answer five questions about getting to know someone who is different than them.

Lesson Formative Assessment (acceptable evidence):

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

Assessment can be question answer, performance activity, etc.

The lesson assessment will be in the list of responses generated by the final question: “What might you be missing out on if you allow your fear and biases to take over and you don’t take the time to get to know the person behind the differences?”

Lesson Preparation

Essential Questions: Why is respect for others important? Why is acceptance of differences not always an easy thing?

Engagement (Hook): Show a short clip or photo of R2D2. Emphasize that R2D2 shows great bravery in rescuing his friends from many perils.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Write each of these words on the board: Religion, Culture, and Ethnicity. Ask students to look up the words in the dictionary and select one student per each word to write the	1. Students will look up words individually and if asked, will write the definition to a select word on the board. Students will participate in discussion using active listening

<p>definition on the board. Lead a discussion on the similarities and differences between the words.</p> <p>2. Discuss skills needed to show acceptance and respect of others.</p> <p>3. Breaking the students into small groups, use the <i>A Stranger Among Us</i> worksheet to facilitate discussion. Randomly select students to report group findings.</p> <p>4. Separate groups and ask students to individually write a response to: “What might you miss out on if you allow your fear and biases to take over and you don’t take the time to get to know the person behind the differences?”</p> <p>5. Write student-responses on the board for review and further processing.</p>	<p>skills.</p> <p>2. Students participate in discussion.</p> <p>3. Students will discuss their responses in small groups and be prepared to report on a random basis, at teacher discretion.</p> <p>4. Students will work individually and respond to the question on paper. When students are finished writing, they will tell the teacher their responses as asked.</p> <p>5. Students will look at the list of things they will miss out on by not accepting individual differences and come to a self-awareness.</p>
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Teacher Follow-Up Activities

Teacher can leave the list on the board and continue discussion if appropriate.

Counselor reflection notes (completed after the lesson)

A Stranger Among Us

Envision sitting in your classroom and in walks a Star Wars character, such as R2D2. The teacher assigns the character to sit next to you.

1. What is your initial reaction?
2. What might that character be feeling?
3. How can you show the character that you respect him/her?
4. Which interpersonal skills will become important in this situation?
5. What can you say to those who don't show accepting behaviors?

Final question:

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.

<p>Unit # 3 Title: Conflict Re-<u>solution</u>....I Am Part of the <u>Solution</u></p> <p>Lesson Title: My Conflict Shield Lesson 3 of 4</p> <p>Grade Level: 8</p> <p>Length of Lesson: 30-45 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.2: Interacting with Others in Ways That Respect Individual and Group Differences</p> <p>Grade Level Expectation (GLE): PS.2.C.08: Exhibit an awareness of personal responsibility in conflict situations.</p> <p>American School Counselor Association (ASCA) National Standard: Personal/Social Development A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.</p>

Materials (include activity sheets and/ or supporting resources)

Note cards cut in half with the names of famous couples (people or characters) that had conflicts (Romeo/Juliet, Prince Charles/Princess Diana, etc.)

Wrapped candy

Blank paper which students will fold into thirds

Blank paper for making conflict shields

Colored Pencils/Markers

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

X	<p>Goal 1: gather, analyze and apply information and ideas</p> <p>6. Discover and evaluate patterns and relationships in information, ideas and structures</p> <p>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</p>
X	<p>Goal 2: communicate effectively within and beyond the classroom</p> <p>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>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>

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
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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
	<ol style="list-style-type: none"> 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics
X	Social Studies
	<ol style="list-style-type: none"> 6. Relationships of the individual and groups to institutions and cultural traditions
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will create a *conflict shield* which lists 12 skills most useful in conflict resolution and identify the skills they are “excellent” in using.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
 Class discussion and worksheet will provide assessment.

Lesson Preparation

Essential Questions: Why is it important to have self-awareness during conflict?

Engagement (Hook): As the students walk into class, hand them a half of a note card with a famous person/character’s name on it and a piece of candy. Tell them to not talk about the card and do not eat the candy.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Pair students using “Famous Couples with Conflict Cards”. 2. Ask pairs to fold blank paper into thirds. On the first section the student pairs will create one list of skills that they use when in conflict. In the second section ask pairs to create another list of skills that they have seen used successfully, but they have not used themselves. In the third section ask student pairs to create a list of skills that they wish they could develop. Each list must have at least 5 items. 3. Ask pairs to share their lists with the class. Instructor will make a comprehensive list on the board for later use. 4. Keep the students in pairs and pass out another sheet of blank paper. Ask students to draw a shield and break the shield into 12 large parts by drawing lines. Ask the students to title the shield across the top of the paper (not on the shield) “My Conflict Shield”. (It may be helpful if a sample of the shield is displayed to help students understand how to do this.) 5. Ask students to review their lists from earlier or use the list on the board to complete the shield with 12 skills that they believe to be the most useful in conflict resolution. There will be skills that they believe should be on the shield but do not have room for. They must decide the 12 most important and list only 12. 6. Ask students to then color the sections of the shield that list the skills in which they are “excellent” in using. Emphasize to them the importance of being honest with themselves and that this is an exercise in self-awareness and improvement. Remind 	<ol style="list-style-type: none"> 1. Students will find their “mate” and sit together. 2. Students will work together to create the lists that are described. 3. Students will share their lists and compare with others. 4. Students will design a shield worksheet. 5. Students will decide which 12 skills are the most useful in conflict resolution. 6. Students will color the shield accordingly with the goal of being honest with themselves and looking to ways to improve.

<p>them that no one is perfect at conflict resolution and we all can continue to develop our skills. Have them discuss their decisions with their partner and decide how they can become better at the skills that are left white.</p> <p>7. The students that displayed effort during the exercise will be allowed to consume the candy.</p> <p>8. Ask the teacher if the shields can be laminated/protected and displayed inside or outside of the classroom for review.</p>	<p>7. Students that receive approval from the teacher may eat their candy to celebrate self-awareness and the creation of plan to grow personally.</p>
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Teacher Follow-Up Activities

Teacher will be able to use and refer to the student-identified skills on the shields in a variety of lessons.

Counselor reflection notes (completed after the lesson)

<p>Unit # 3 Title: Conflict Resolution...I Am Part of the <u>Solution</u></p> <p>Lesson Title: Put Yourself in Check Lesson 4 of 4</p> <p>Grade Level: 8</p> <p>Length of Lesson: 45 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.2: Interacting with Others in Ways That Respect Individual and Group Differences</p> <p>Grade Level Expectation (GLE): PS.2.C.08: Exhibit awareness of personal responsibility in conflict situations.</p> <p>American School Counselor Association (ASCA) National Standard: Personal/Social Development A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.</p>

Materials (include activity sheets and/ or supporting resources)

Put Yourself in Check Worksheet

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

X	<p>Goal 1: gather, analyze and apply information and ideas</p> <p>6. Discover and evaluate patterns and relationships in information, ideas and structures</p>
	<p>Goal 2: communicate effectively within and beyond the classroom</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>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>3. Analyze the duties and responsibilities of individuals in societies</p>

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

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

	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will list feelings and reactions of one recent conflict and determine if the reaction was appropriate or inappropriate.

Lesson Formative Assessment (acceptable evidence):

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

Assessment can be question answer, performance activity, etc.

Final performances and discussion during the role-play situation will assess whether the skills have been learned or not.

Lesson Preparation

Essential Questions: Why is it important to have self-awareness during conflict?

Engagement (Hook): Announce, “I need 2 volunteers.” After selecting volunteers, ask them to spontaneously role-play a common conflict among 8th grade students. (Be prepared with a few suggestions for them to choose from if they cannot think of one on their own.)

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Ask students to think of a recent situation where they were involved in a conflict. It can be with a boyfriend/girlfriend, family member, someone at school, teacher/principal, someone in the neighborhood, etc. 2. Pass out the <i>Put Yourself In Check</i> worksheet. Ask the students to write a brief description of the recent conflict using the focus points in the student involvement section. 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students will remember a recent conflict. They need to focus on the cause/purpose, the initial events, the escalation point, the intervention (if any), the final event, and the resolution. 2. Students will write a brief description of the conflict using the focus points above.
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<p>3. Have the students list the feelings and reactions that they experienced during the conflict (examples include sweating, anger, making a fist, heart pounding, walking away, frustration, hurt, disappointment, etc.). Ask the students to determine whether the action was appropriate/responsible or inappropriate/irresponsible for that particular situation.</p> <p>4. Have students turn to a neighbor and discuss the situation, their reactions and their responses to their reactions. Each student should provide input to the other.</p> <p>5. Select students to share their situation and reactions with the class. For any reactions that may have been inappropriate, discuss what the appropriate and responsible action would have been and how the situation may have been different.</p> <p>6. Ask for student volunteers to role-play another typical conflict but this time to use interpersonal skills and personal responsibility to resolve the issue.</p> <p>7. Discuss the differences between the conflicts at the beginning of the class and those at the end of the class.</p>	<p>3. Students recall feelings and reactions that they experienced during this conflict. They list these feelings and then determine if the feeling or reaction was appropriate/responsible or inappropriate/irresponsible for that particular situation.</p> <p>4. Students will share their situation and reactions with a neighbor and using active listening skills, the neighbor will respond to the reactions.</p> <p>5. Participate in discussion by realizing and expressing different reactions that might have led to a different result. Students must begin to realize how personal responsibility in conflict can change the outcome and is a valuable tool in the growing-up process.</p> <p>6. Student volunteers will practice skills learned in class in front of peers.</p> <p>7. Students will become aware of the benefits of accepting responsibility and using interpersonal skills in resolving conflict.</p>
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Teacher Follow-Up Activities

Teacher will be able to use and refer to the skills learned during today’s lesson during future conflicts in the classroom.

Counselor reflection notes (completed after the lesson)

Put Yourself In Check

Think of a recent situation where you were involved in a conflict. It can be with a boyfriend/girlfriend, friend, family member, someone at school, or a teacher/principal. Write a brief description of the conflict.

The cause/purpose:

The initial events:

The escalation point:

The intervention (if any):

The final event:

The resolution (if any):

List all of your feelings and reactions and check the appropriate column:

	Responsible/ Appropriate	Irresponsible/ Inappropriate
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

5. _____
6. _____
7. _____
8. _____

For any actions marked irresponsible/inappropriate, what could you have done differently to show personal responsibility and mature conflict-resolution skills?

COURSE INTRODUCTION:**Personal/Social Development**

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: Conflict 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.		SUGGESTED UNIT TIMELINE: 4 Lessons CLASS PERIOD (min.): 30 – 50 minutes each				
ESSENTIAL QUESTIONS: 1. Why do I need to take responsibility?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will apply concepts of personal responsibility to at least two scenarios.		PS.2.C.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.

<p>Unit 1 Title: Decisions, Decisions, Decisions!</p> <p>Lesson Title: If It's to Be, It's Up to Me! Lesson 3 of 3</p> <p>Grade Level: 8</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.A.08: Recognize peer influence on risk-taking behaviors and consequences.</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><i>Steps to Effective Problem Solving</i> handout <i>Steps to Effective Decision Making</i> 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</p>
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Show Me Standards: Performance Goals (check one or more that apply)

X	<p>Goal 1: gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine research. 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. 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

	<p>solving problems</p> <ol style="list-style-type: none"> 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. 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
	Mathematics	
X	Social Studies	<ol style="list-style-type: none"> 4. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

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

Lesson Formative Assessment (acceptable evidence):

<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>The lesson will be assessed by counselor observation of students’ oral responses with regard to decision-making, problem solving and refusal skills.</p>
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Lesson Preparation

Essential Questions: Why can it be hard to make decisions?

Engagement (Hook): The facilitator poses the following three brief scenarios and after each one asks the group, “What would you do?”

- A. Your friend has been drinking at a party. She wants to drive you home. What will you do?
- B. You visit one of your friends at her home. She offers you some beer from the refrigerator. You are not sure you want to drink alcohol. What will you do?
- C. They are passing a joint around at a party. Everyone has tried it. You are supposed to be the last one to try it. You do not want to smoke marijuana. What will you do?

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. The instructor poses the above questions and then asks the students to write down a problem that might be encountered by students their age. The instructor will provide students with blank quartered copy paper for this task and a decorated “Pandora’s Problem Box”.</p>	<p>1. Each student will think of possible problems their peers may encounter in social situations, write the problem down on paper, and place in “Pandora’s Problem Box”.</p>
<p>2. The instructor reviews problem solving steps and decision-making steps with students (See <i>Steps to Effective Problem Solving and Steps to Effective Decision-Making</i> handouts).</p>	<p>2. Students will participate in a review of the problem solving steps and decision-making steps.</p>
<p>3. The instructor passes “Pandora’s Problem Box” around the room and asks students to draw a problem out of the box and read the problem aloud to the class. The instructor will write the problem on the SMART board, dry erase board, or other visual.</p>	<p>3. Students draw a problem from the box and share it with the class.</p>
<p>4. Then the instructor will ask students to brainstorm possible solutions to the problem. All solutions will be written on the visual display under the problem. One problem is dealt with at a time.</p>	<p>4. Students brainstorm and engage in problem-solving as they share possible solutions.</p>
<p>5. The instructor asks students, “What would you do? What do you think is the most</p>	<p>5. Students will offer input as to what they believe is the most helpful or effective</p>

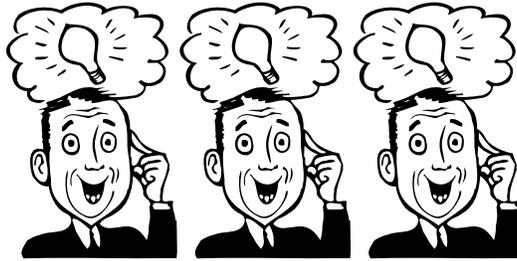
<p>helpful solution?” Students are asked to vote on the best solution.</p> <p>6. The instructor places an asterisk by the class’s choice as the most effective solution. A volunteer is asked to write down the problem along with the class choice of the most effective solution. These are placed in a 3-ring binder. Other volunteers are sought to design the display panel of the 3-ring binder (Solution Book).</p> <p>7. Repeat steps 3-5 for each problem pulled out of “Pandora’s Problem Box” as time allows.</p>	<p>solution by voting on their perceived “best” solution.</p> <p>6. A student volunteer writes down the problem and the most effective solution for inclusion in the 3-ring binder. Other student volunteers design a display panel for the “Solution Book.”</p>
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Teacher Follow-Up Activities

<p>As a follow-up, teachers will be provided the following two scenarios that can be used on each of the next two days to encourage continued problem solving, decision-making and refusal skills development:</p> <ol style="list-style-type: none"> 1. A popular group of students are harassing a particular student every day after school. You don’t think it’s fair. What can you do to help? 2. Your friend’s father is drunk a lot. He usually hits him when he has been drinking. How can you help your friend? <p>Once a month, a new problem can be pulled from “Pandora’s Problem Box” to review the skills taught in this lesson.</p>
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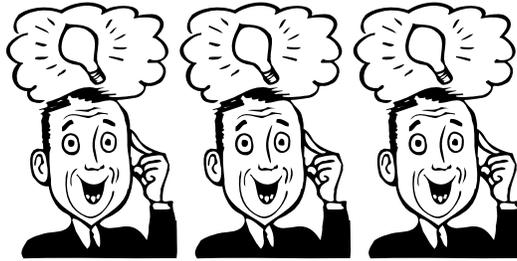
Counselor reflection notes (completed after the lesson)

Empty space for reflection notes



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.

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 <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	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: Ready to Remain Safe Lesson 3 of 3</p> <p>Grade Level: 8</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.08: Apply strategies related to personal safety issues.</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><i>Story Where are My Friends Now?</i> <i>List of Risky Behaviors</i> <i>Personal Safety Plan Template</i></p>

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

X	<p>Goal 1: gather, analyze and apply information and ideas</p> <p>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 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 the costs, benefits and other consequences of proposed solutions.</p>

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English. 4. Writing formally and informally 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

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

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLE). Assessment can be question answer, performance activity, etc.
Students will review risky behaviors and create a Personal Safety Plan.

Lesson Preparation

Essential Questions: What do you need to know to keep yourself safe?
Engagement (Hook): The facilitator reads the story *Where are my friends now?*

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. The counselor reads the story <i>Where are my friends now?</i> and facilitates a discussion about the consequences of making decisions that are not in your best interest because of peer pressure, the need to remain popular or part of a particular group,	1. Students listen to story and respond with comments or questions.

<p>etc. Encourage group discussion about what could happen if decisions are made for or because of friends instead of what is best for you?</p> <p>2. Counselor reviews the list of risky behaviors and leads a discussion regarding the positive and negative consequences of decisions.</p> <p>3. The counselor encourages students to give examples of where they would go for help to resist or overcome risky behaviors. Discuss how students may access resources.</p> <p>4. Counselor passes out the <i>Personal Safety Plan</i> template and facilitates student discussion and interaction as the students create their plan.</p> <p>5. Counselor asks student volunteers to define and defend their plan.</p>	<p>2. Students review risky behaviors and discuss positive and negative consequences.</p> <p>3. Students share examples of where they would go for help with situations regarding risky behaviors. Students take home a copy of the district’s referral list.</p> <p>4. Students create a <i>Personal Safety Plan</i> to protect them from risky behaviors which may physically or mentally harm them and/or keep them from obtaining life goals.</p> <p>5. Students explain and defend their plans.</p>
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Teacher Follow-Up Activities

Individual plans are kept in the students’ portfolios and plans are made with the high school counselor(s) to do a follow-up the following year. In addition, counselor will invite guest speakers (law enforcement, health department, etc.) to share information regarding safety issues.

Counselor reflection notes (completed after the lesson)

Where Are My Friends Now?

Cassie drags herself out of bed and before she even opens her eyes she reaches for the pack of cigarettes on the nightstand. With bloodshot eyes, she fumbles for a lighter and relaxes as she inhales deeply. She hated the habit, one she acquired her junior year of high school when Tiffany had said, “Come on, don’t be such a drag, Little Miss Goody Two Shoes.” So to nix that awful nickname she had to join in....now she couldn’t quit.

Getting up from bed, she looked around the room. It was a far cry from the cool, modern apartment she had envisioned she would have when she went to college, but it was all she could afford. She hadn’t been successful in getting any job that paid more than minimum wage. If only she hadn’t listened to Kirk! “Come on, sweetie. Quit school and marry me. I’ll take care of you.”

Well, she had dropped out and even though she and Kirk had stayed together for two years, the marriage never happened and Kirk soon lost interest in her and moved out one day while she was out shopping.

And college? She had always wanted to be a fashion designer, living in a swanky apartment in New York City but when she dropped out, that dream ended. She had considered trying to earn her GED and entering a community college, but with no money that modified dream appeared to be out of her reach too.

It all seemed so depressing. Cassie just wasn’t sure she could handle her life anymore. She had made choices to satisfy others that were not good for her, but now there seemed no way to make things better. Stressed, she reached for a beer. Lately, alcohol was all that seemed to make things better... a little trick she had also learned from her friends.

Her friends? Where were they now? Cassie thought of Derek, Tiffany, Kirk and the gang. She never saw them anymore...but her choices because of them had left a lasting mark.

MY PERSONAL SAFETY PLAN

NAME: _____

I recognize my stressors! Things or situations that stress me include:

Things I have learned help me to alleviate stress are: _____

I will use _____ as my wall against risky behaviors.

My ultimate career goal is to _____

Things that might hinder my ability to reach that goal include: _____

Ways I can remain focused on reaching my goal include: _____

I make a promise to myself to make decisions that are good for me, help develop good character and will enable me to live a healthy, fulfilling life.

Student Signature



RISKY BEHAVIORS

Smoking

Alcohol use/abuse

Drug use

Promiscuity/unprotected sex

Chatting with strangers on the internet

Reckless driving/racing

Drunk driving

Riding with friends who have been drinking

Taking risky dares

Anorexia/Bulimia/Purging

Truancy

Dropping out of school

Missing curfew

Going to isolated places alone

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?
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Unit Measurable Learning Objectives:

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

Unit Instructional Strategies/Instructional Activities:

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.

<p>Unit 3 Title: It's Life...Deal With It!</p> <p>Lesson Title: Life ... Bring It On! Lesson 3 of 3</p> <p>Grade Level: 8</p> <p>Length of Lesson: 50 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Domain: PS.3: Applying personal safety skills and coping strategies.</p> <p>Grade Level Standard (GLS): PS.3.C.08.a: Evaluate coping skills to manage life-changing events.</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>Scissors, glue, markers Magazines Poster board Counselor Collage of their Coping Skills</p>
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Show Me Standards: Performance Goals (check one or more that apply)

X	<p>Goal 1: gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine research. 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. Identity problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises.

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

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will design and present a collage representing personal strengths and coping skills.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.
 Students will complete a collage and participate in classroom discussion.

Lesson Preparation

Essential Questions: What life events affect our lives? What skills does a person need to help manage life events?

Engagement (Hook): The instructor will disclose their personal coping strategies by sharing his/her own coping collage.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. The instructor will give each student a poster board and ask the student to artistically sign/write his/her name in the center. 2. The student will brainstorm personal strengths that he/she believes he/she has to support the ability to make effective decisions. 3. The instructor will ask the students to write their personal strengths on the poster board around their names 4. The instructor guides the students to look in magazines to find photos, words, or visual art that expresses their traits. 5. Students are asked to attach the clippings around their name as a visual presentation of the personal coping skills that they have listed. 6. Students will share their art work in small groups (2-3), highlighting how they connected their self-perceptions with the clippings of their choice. 	<ol style="list-style-type: none"> 1. Student will follow instructions. 2. Student will think of his/her personal strengths as elements that support his/her ability to make effective decisions. 3. Student will follow instructions. 4. Students will find visual representations of those traits and cut them out with scissors. 5. Students will build a collage of clippings around his/her name. 6. Students will discuss among themselves how they perceive themselves as decision-makers through a creative/artistic way.

Teacher Follow-Up Activities

Students will display their work on the wall. The students will take photos of their art work and print them to include in their card file.

Counselor reflection notes (completed after the lesson)

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!					
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input checked="" type="checkbox"/> Drill & Practice (Ls. 1) <input 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)	<u>Indirect:</u> <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	<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>Indirect Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input checked="" type="checkbox"/> Reports (Ls. 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	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 3) <input type="checkbox"/> Peer Partner Learning <input 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?
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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: Just Checking Lesson 4 of 4</p> <p>Grade Level: 8</p> <p>Length of Lesson: 45 min. group session with group and/or individual follow-up sessions</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.08: Consistently apply a system of study skills and test-taking strategies to promote academic success. AD.4.B.08: Consistently apply a self-management system to promote academic success.</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>Introduction to the Just Checking Lesson Just Checking Checklist-Goal-Setting activity sheet Tips for Setting Goals information sheet Effective Time Management System Tips information sheet</p> <p>Counselor may wish to provide sample of an assignment planner, a calendar page, and/or an electronic calendar screen.</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> <ol style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas, and structures. 8. Organize data, information and ideas into useful forms for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers.
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 2. Review and revise communications to improve accuracy and clarity. 3. Exchange information, questions information and ideas while recognizing the perspective 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. 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	<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. 4. Recognize and practice honesty and integrity in academic work and in the work place. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will develop two academic success goals and three action steps that can be utilized to accomplish each goal.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Students will complete the *Just Checking Checklist* to assess the degree of their use of a personal management system.
 Students will set goals for themselves based on the results of the *Just Checking Checklist* and will identify steps they need to use to accomplish their goals to improve academic achievement.

Lesson Preparation

Essential Questions:
 What choices do you make that impact your success as a student?

Engagement (Hook):
 Counselor/instructor will read the *Introduction to the Just Checking Lesson*.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. After reading the “<i>Introduction to Just Checking Lesson</i>” 2. Ask students to write their definitions of a “management system” (think), discuss their writing with their partners (pair/share). Large Group (Public) Sharing: Generate a public list of definitions. Link students’ definitions of management system to individual differences in planning/self-management styles. 3. Distribute Effective Management Tips (Handout 1) to students. Allow time for students to read handout and to formulate questions and/or comments. Provide opportunity for students for students to ask questions and make comments about components of effective time-management systems. Ask students to compare their current time-management system to those listed on the handout. NOTE: If your district has adopted a planner system for students (e.g. Franklin Covey Student Planners), use that system for this lesson. 4. Hand out the <i>Just Checking Checklist</i> and ask students to complete it using their personal management system as the basis for completion of the checklist. 5. Using the <i>Tips for Setting Goals</i> information sheet as a basis for discussion, ask students to set realistic goal(s) based upon perceived strength and weaknesses from student checklists. 	<ol style="list-style-type: none"> 1. Students will divide into groups of two to think/pair/share. 2. Students will write their definitions of management system (Think on own); discuss writing with a partner (Pair/Share); and contribute to the public list of definitions. 3. Students identify and discuss any discrepancies between the model and their personal management systems. 4. Students will complete the checklist (think on own); discuss results with their partners (Pair/Share). 5. Students will determine goals and write them on the checklist with steps for achieving the goals. Set a goal... Take The steps... GET IT DONE!!

Teacher Follow-Up Activities

Teacher determines 4 to 5 follow-up dates for filling out subsequent checklists to assess student progress toward goals. This can be done daily or weekly for a prescribed period of time. Teacher will facilitate student reflection on progress and work with him/her to set a new goal based on checklist information.

Counselor reflection notes (completed after the lesson)

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Counselor Resource

Introduction to “Just Checking” Lesson

School and homework! Activities and chores! Sleeping and eating! Ack! Do you feel that everything is piling up? Are you out of control!?!

Wouldn't it all be easier if time were like a DVD that you could slow down, speed up, fast-forward, or rewind? Or have you wished that time was like an arcade game, and when your time was up, you could just drop in some change and get more?

Well we can't change the speed of time or get more. What we CAN do, however, is manage our use of the 24 hours each of us is given everyday of our lives. This means that we:

- Consider everything we HAVE to do and WANT to do.
- Understand how much time each activity will take.
- Make a plan that helps us get through the day, week, or month without running around like a total wacko!

Hold your hand up if the “Out of Control Time Monster” is taking over your life... I have news for you... You can control your Time Monster, AND...If you learn to tame the time monster, you might be surprised at how much you can get done. The real reward, however, is that you'll probably feel less stressed, make better grades, and be happier. Wouldn't that be nice? 😊

Handout

Effective Time Management Tips

The Key to Success in Middle School/Junior High

What management system are you using now? Even if you think you don't, you do have a system in place. How does your system measure up against the following system?

Do you:

- * Use your planner everyday
- * Review your planner every week at the beginning of the week to help plan your week
- * Write down something in your planner for every subject (e.g., homework for the next day, assignments for the week {pages to read, questions to answer, and date assignments are due}, upcoming test dates and special project due dates, etc.)
- * Write clearly and neatly.
- * Refer to your planner before you go home at the end of the day to make sure you have everything you need (necessary books, folders, study guides, class notes)
- * Set weekly goals for yourself and write them down in your planner.
- * List helpful resources in your planner (e.g., websites, phone numbers of study buddies, homework hotline information, etc.)
- * Schedule time in your planner to study for each test
- * Set aside a homework time everyday with no distractions—no phone, no TV
- * If there is no specific assignment, you can read over your class notes, make math flash cards, or READ!
- * Use study halls to study
- * Ask for help as soon as you realize you don't understand
- * Keep all assignments, handouts, tests, etc., that are given back
- * Always record assignments as soon as they are given
- * Always use study time
- * Form a study group
- * Take notes and keep them organized and labeled
- * Do your best on every assignment

Just Checking Checklist

Rate your use of the following components on a scale of 1-5, using your current management system.

I never do it.	I do it once in awhile (making progress).	I do it sometimes for some classes.	I do it sometimes for all classes.	I do it every day for all classes.
1	2	3	4	5

1. I write my assignments in my planner, including pages to read, questions to answer, and date assignments are due.

1	2	3	4	5
---	---	---	---	---

2. I understand what I have written in my planner.

1	2	3	4	5
---	---	---	---	---

3. I use my planner to get necessary books/materials home.

1	2	3	4	5
---	---	---	---	---

4. I write important test dates/project due dates on my master calendar.

1	2	3	4	5
---	---	---	---	---

5. I review my planner before the start of the week and plan my week.

1	2	3	4	5
---	---	---	---	---

6. I write down my weekly goals. (*Goals written are more likely attained.*)

1	2	3	4	5
---	---	---	---	---

7. I list helpful resources in my planner, such as websites, phone numbers of study buddies, homework hotline information, etc.

1	2	3	4	5
---	---	---	---	---

8. I schedule time in my planner to study for each test.

1	2	3	4	5
---	---	---	---	---

What is working well for you?

Tips for Setting Goals

1. Goals must be clear and describe exactly what you want or will do.
2. Goals must be personal. They must be about you, not someone else.
3. Goals must be measurable. You need to know when you have achieved your goal.
4. Goals must have realistic time limits.
5. Goals must be manageable. Divide big goals into several, attainable goals or tasks. This will enable you to experience results in a shorter period of time and will help you feel like you are making progress.
6. Goals must be stated in positive rather than negative terms. (I *will* do something rather than I *won't* do something.)
7. Goals must be written down. People are more likely to achieve goals that are in writing. Written goals can be reviewed regularly, and have more power. Like a contract with yourself, they are harder to neglect or forget.

Goal Setting Activity Sheet

Think about what you need to do differently to attain success as a student. Set goal(s) and take action, be the successful student you are meant to be.

GOAL 1: _____

What action steps will you take to accomplish your goal?

Step 1 _____

Step 2 _____

Step 3 _____

GOAL 2: _____

What action steps will you take to accomplish your goal?

Step 1 _____

Step 2 _____

Step 3 _____

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: Moving On...Transitioning to the High School

Grade Level: 8

Number of Lessons in Unit: 2

Time Required for each lesson: 50 minutes

Best time of year to implement this Unit: second semester

Lesson Titles:

Lesson # 1: Give Yourself Some Credit

Materials/Special Preparations Required

District high school level course description book

High school graduation requirements

Extracurricular offerings

Sample completed Personal Plan of Study (Four Year Plan) for all post secondary options

Pencil/paper or index cards for each student

Lesson # 2: Options and Extras!!! Learn All About It!!!

Materials/Special Preparations Required – Students will bring the following materials that were distributed during Lesson 1:

District high school level course description book

High school graduation requirements

Extracurricular offerings

Sample completed Personal Plan of Study (Four Year Plan) for all post secondary options

Core / Elective Activity Sheet

Checklist / Short Answer Questionnaire

Questions about High School Activity Sheet

Student questions from previous lesson

Missouri Comprehensive Guidance and Counseling Big Idea:

AD.5 Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):

AD.5.A.08: Identify the information and skills necessary to transition to high school (DOK Level – 2)

American School Counselor Association National Standard (ASCA):

Academic Development

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

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

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>
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>5. develop, monitor and revise plans of action to meet deadlines and accomplish goals</p> <p>8. explore, prepare for and seek educational and job opportunities</p>

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

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	Participating in formal and informal presentation and discussion of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How do you feel about new experiences?
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Unit Measurable Learning Objectives:

<p>The student will identify five skills necessary to transition to high school.</p> <p>The student will list three questions they have about high school based on the results of their checklist.</p> <p>The student will confirm their understanding of graduation requirements, credits, core classes, and electives, and GPA by completing the <i>Moving On Checklist</i>.</p> <p>The student will list five extra-curricular activities they are interested in.</p> <p>The student will list three questions they have about high school based on the results of their checklist.</p>
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Unit Instructional Strategies/Instructional Activities:

<p><input checked="" type="checkbox"/> Direct (Structured Overview; Lecture; Compare & Contrast)</p> <p><input checked="" type="checkbox"/> Indirect (Inquiry; Writing to Inform; Concept Formation)</p> <p><input type="checkbox"/> Experiential</p> <p><input checked="" type="checkbox"/> Independent Study (Homework)</p> <p><input checked="" type="checkbox"/> Interactive Instruction (Discussion; Think, Pair, Share)</p>

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.

Checklist/Short Answer Questionnaire (Found in Lesson 2)

True, active assessment will take place during the development of the Personal Educational Plan. The development of the Personal Plan of Study (Four Year Plan) will take place after both lessons are presented It is advised that the counselor meet with each student individually to develop and/or finalize each student's Personal Educational Plan.

Brief Summary of Unit:

Students will explore the similarities and differences between middle and high school and they will be introduced to a variety of high school concepts such as: academic credits, the differences between core and elective credits, the number of credits needed for promotion, extracurricular offerings, and the meaning of grade point average and how it correlates with credits and participation in extracurricular activities

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

Students will need to know the elements of planning for future (e.g.: goal-setting), how to complete the selected graphic organizer, the local organizational structure of middle school and high school (e.g.: block scheduling). They will need to have heard information about high school from other sources.

Unit 1 Title: Moving On...Transitioning to High School	
Lesson Title: Give Yourself Some Credit	Lesson: 1 of 2
Grade Level: 8	Length of Lesson: 50 minutes
Missouri Comprehensive Guidance and Counseling Big Idea: AD.5 Applying the Skills of Transitioning Between Educational Levels	
Grade Level Expectation (GLE): AD.5.A.08: Identify the information and skills necessary to transition to high school.	
American School Counselor Association National Standard (ASCA): Academic Development A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	

Materials (include activity sheets and/ or supporting resources)

District high school level course description book High school graduation requirements Extracurricular offerings Props for Hook Sample completed <i>Personal Plan of Study (Four Year Plan)</i> for all post secondary options Pencil/paper/index card for each student
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Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 6. discover and evaluate patterns and relationships in information, ideas and structures 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. explore, prepare for and seek educational and job opportunities

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify five skills necessary to transition to high school.

The student will list three questions they have about high school based on the results of their checklist.

Lesson Formative Assessment (acceptable evidence):

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

The final assessment (checklist) for this lesson will be completed at the end of lesson 2.

Lesson Preparation

Essential Questions:
How do you feel about new experiences?

Engagement (Hook):
(Counselor wears cap and gown like one that would be worn at their high school’s graduation ceremony.) What do these items represent? Is this the end of transition in life? (Counselor could have a variety of props to demonstrate the ongoing transitions in life (a business suit or Master’s hood, or other professional apparel or accessories).

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. The counselor will ask the students to compare and contrast the similarities and differences between middle school and high school using a graphic organizer (such as a Venn Diagram, T chart, etc.) either individually or in small groups.</p> <p>2. The counselor will facilitate a discussion of the information presented by students from the graphic organizers.</p> <p>The counselor will distribute copies of the individual planning guide/course description booklets, high school graduation requirements, extra curricular</p>	<p>1. Using current knowledge, students will complete the selected graphic organizer to compare middle school and high school.</p> <p>2. Students actively participate in counselor-facilitated discussion. All students are encouraged to respond with what they already know about high school from a variety of sources.</p>

<p>offerings, and sample completed Personal Plan of Study for all post secondary options. Discussion will include graduation requirements, credits, class choices (core/electives), extracurricular options, and requirements/guidelines specific to your district.</p> <p>3. The counselor will lead the class in a discussion specific to graduation requirements and earning of credits.</p> <p>4. To close the lesson, the counselor will ask students to discuss graduation requirements with a partner and identify one thing they learned and one thing about which they still have questions. The counselor will direct students to record responses for submission. (The counselor will save the questions submitted to refer to in the next lesson. It will be helpful for the counselor to review the students' questions before the next lesson so resources can be located to answer specific questions.)</p> <p>5. Counselor will ask students to keep the distributed materials (individual planning guide/course description booklet, graduation requirements, etc...) for use during lesson 2. Students are encouraged to review the material on their own time, and bring the material back for use during lesson 2.</p> <p>6. Counselor will distribute question worksheet.</p>	<p>3. Students will ask questions for clarification.</p> <p>4. Each student will discuss with his/her partner what was learned today and one thing he or she still want to learn. Students will record responses on a index card or notebook paper and turn in to the counselor.</p> <p>5. Students will review material to generate questions for lesson 2.</p> <p>6. Students will write three questions they have about high school.</p>
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Teacher Follow-Up Activities

The teacher will review the information from the lesson with students throughout the week.

Counselor reflection notes (completed after the lesson)

<p>Unit # 1 Title: Moving On...Transitioning to High School</p> <p>Lesson Title: Options and Extras!!! Learn All About It! Lesson: 2 of 2</p> <p>Grade Level: 8</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.08: Identify the information and skills necessary to transition to high school.</p> <p>American School Counselor Association National Standard (ASCA): Academic Development A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p>

Materials (include activity sheets and/ or supporting resources)

<p>Students will bring the following materials that were distributed in lesson one:</p> <ul style="list-style-type: none"> District high school level course description book High school graduation requirements Extracurricular offerings Sample completed <i>Personal Plan of Study (Four Year Plan)</i>. for all post-secondary options <i>Core/Elective Activity Sheet</i> <i>Checklist/Short Answer Questionnaire</i> <i>Questions about High School Activity Sheet</i> Student questions from previous lesson
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Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ul style="list-style-type: none"> 6. Discover and evaluate patterns and relationships in information, ideas and structures 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ul style="list-style-type: none"> 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts
	Participating in formal and informal presentation and

		discussion of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

<p>The student will confirm their understanding of graduation requirements, credit, core classes, and electives, and GPA by completing the <i>Moving On</i> checklist.</p> <p>The student will list five extra-curricular activities they are interested in.</p>
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Lesson Formative Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc. Self-assessment using <i>Checklist/Short Answer Questionnaire</i></p>

Lesson Preparation

<p>Essential Questions: What is the process of transitioning and why is it important?</p> <p>Engagement (Hook): Use a variation of the hook from lesson #1 (e.g., recording of <i>Pomp and Circumstance</i>, diploma, photos of graduates throwing hat in the air).</p>

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> The counselor will review information from the previous lesson. Review peer sharing about what students learned and what they still wanted to know. The counselor will address questions (written on index cards) that arose in the previous lesson by answering specific questions or referencing the questions when new material is presented in this lesson. The counselor will have students open the course description book and discuss the differences such as core and elective 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students will ask questions that arose during peer discussion. Students will use the <i>Core/Elective Activity Sheet</i> to identify courses required of all students and elective courses related to a
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<p>credits, fine arts and practical arts. .</p> <p>3. The counselor will introduce extra-curricular activities and how they support academics. Relate credits, grade point average, and participation in extra-curricular activities to total success (i.e. all work and no play makes Jack a dull boy.).</p> <p>4. The counselor will distribute the <i>Moving On.....Transitioning to the High School Checklist</i>. The counselor will collect the Checklists upon completion, and review each one before meeting individually with students to develop and/or finalize each student's <i>Personal Plan of Study</i>. Counselor will address additional questions during the individual meeting.</p>	<p>current career goal.</p> <p>3. Participate in discussion and ask questions as needed.</p> <p>4. Student will complete the worksheet <i>Moving On.... Transitioning to the High School Checklist</i>. And turn it in to the counselor. Students will make appointments with the school counselor to develop and/or finalize his/her <i>Personal Plan of Study</i>. Between the end of lesson 2 and the appointment with the counselor, the student will begin the development of his/her <i>Personal Plan of Study</i>. Ideally, the students will involve his/her parents in this process.</p>
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Teacher Follow-Up Activities

Review the information discovered during classroom guidance lesson with the classroom teacher.

Optional Follow Up Activity: Counselor will either meet with parents individually or as a group to discuss the student's *Personal Plan of Study*.

Counselor reflection notes (completed after the lesson)

Name: _____

Date: _____

Moving On...Transitioning to the High School Checklist

Read each statement below and mark the appropriate column.

1 = Yes

2 = No

3 = I need more information

Statements	YES	NO	Need Info
1. I know how many credits are required for graduation from high school.	1	2	3
2. I know what a credit is.	1	2	3
3. I know the difference between a core class and an elective class.	1	2	3
4. I know what a grade point average is.	1	2	3

List 5 extracurricular activities that are offered at the high school. Mark with asterisk (*) the activities of interest.

Academic Development

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

Applying skills needed for educational achievement.

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

Applying the skills of transitioning between educational levels.

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

Developing and monitoring personal educational plans.

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

UNIT DESCRIPTION: Moving On...Transitioning To High School Students will explore the similarities and differences between middle and high school, and they will be introduced to a variety of high school concepts such as: academic credits, the differences between core and elective credits, the number of credits needed for promotion, extracurricular offerings, and the meaning of grade point average and how it correlates with credits and participation in extracurricular activities.		SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD: 50 minutes each				
ESSENTIAL QUESTIONS: 1. How do you feel about new experiences?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify five skills necessary to transition to high school.		AD.5.A.08: Identify the information and skills necessary to transition to high school.		SL.8.1 SL.8.2 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 2
2. The student will confirm their understanding of graduation requirements, credit, core classes, and electives, and GPA by completing the <i>Moving On</i> checklist.		AD.5.A.08		SL.8.1 SL.8.2 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6 RST.6-8.2 RST.6-8.4	AD A	Level 2

3. The student will list five extracurricular activities they are interested in.		AD.5.A.08		SL.8.1 SL.8.2 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	AD A	Level 2
4. The student will list three questions they have about high school based on the results of their checklist.		AD.5.A.08		SL.8.1 SL.8.2 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	AD A	Level 2
<p>ASSESSMENT DESCRIPTIONS*: Checklist / Short answer questionnaire</p> <p>True, active assessment will take place during the development of the Personal Educational Plan. The development of the Personal Plan of Study (Four Year Plan) will take place after both lessons are presented It is advised that the counselor meet with each student individually to develop and/or finalize each student’s Personal Educational Plan.</p>						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3 4	See Lessons: Lesson 1 Give Yourself Some Credit Lesson 2 Options and Extras!!! Learn All About It!!!					

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4	See Lessons: Lesson 1 Give Yourself Some Credit Lesson 2 Options and Extras!!! Learn All About It!!!				
	<p>Direct:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Structured Overview (Ls. 1) <input checked="" type="checkbox"/> Lecture (Ls. 1) <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls. 1) <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking 	<p>Indirect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input checked="" type="checkbox"/> Inquiry (Ls. 1, 2) <input type="checkbox"/> Reflective Discussion <input checked="" type="checkbox"/> Writing to Inform (Ls. 1, 2) <input checked="" type="checkbox"/> Concept Formation (Ls. 2) <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure 	<p>Experiential:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys 	<p>Independent Study</p> <ul style="list-style-type: none"> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input checked="" type="checkbox"/> Homework (Ls. 1) <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers 	<p>Interactive Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <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. 1) <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input 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: Planning for Life

Grade Level: 8

Number of Lessons in Unit: 3

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Late Spring Semester

Lesson Titles:

Lesson 1: Finding My Career Direction

Materials/Special Preparations Required:

Student Career Folder

Career Clusters Sheet

High School Vocabulary Sheet

High School Students/Mentors to perform Pitfalls Skit

Paper and Writing Instrument

Lesson 2: Mapping My Career Direction

Materials/Special Preparations Required:

Student Career Folder with Graphs (Grade 7) and Missouri Connections or other
Interest Inventories Results

High School Vocabulary Sheet

Career Clusters Sheet

My Chosen Career Cluster Plan of Action Template and Sample

Paper and Writing Instrument

Lesson 3: My Four to Six Year Plan (My Personal Plan of Study)

Materials/Special Preparations Required:

District Graduation Requirements

District A+ Planner

District 4-Year Plan Template (Personal Plan of Study)

District Course Descriptions

High School Vocabulary Sheet

Career Clusters Sheet

High School Students/Mentors,

Completed Student Career Folders

Teacher Recommendations

Paper and Writing Instrument

Missouri Comprehensive Guidance Counseling Big Idea:

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

Grade Level Expectation (GLE):

AD.6.A.08: Recognize the importance of an educational plan. (DOK Level - 4)

American School Counselor Association National Standard (ASCA):

<p>Academic Development</p> <p>B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</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>8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</p> <p>10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</p>
X	<p>Goal 2: communicate effectively within and beyond the classroom</p> <p>1. plan and make written, oral and visual presentations for a variety of purposes and audiences</p> <p>6. apply communication techniques to the job search and to the workplace</p>
X	<p>Goal 3: recognize and solve problems</p> <p>8. assess costs, benefits, and other consequences of proposed solutions</p>
X	<p>Goal 4: make decisions and act as responsible members of society</p> <p>1. explain reasoning and identify information used to support decisions</p> <p>5. develop, monitor and revise plans of action to meet deadline and accomplish goals</p> <p>8. explore, prepare for and seek educational and job opportunities</p>

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

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

Unit Essential Questions:

<p>How does academic performance affect later career/education choices?</p>

Unit Measurable Learning Objectives:

<p>The student will write a journal entry about one career cluster that matches his/her interests.</p> <p>The student will write a paragraph identifying information about the career cluster of his/her choice and at a least four high school classes, which correspond with the chosen cluster.</p> <p>The student will complete a personal plan of study.</p>

Unit Instructional Strategies/Instructional Activities:

<p><input checked="" type="checkbox"/> Direct (Explicit Teaching)</p> <p><input type="checkbox"/> Indirect</p>
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- Experiential
- Independent Study (Journals; Learning Activity)
- Interactive Instruction (Role Playing)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE.
Assessment can be question answer, performance activity, etc.
The student will complete a personal plan of study.

Brief Summary of Unit:

In this unit students will use information about self and careers gained in grades six through eight to successfully complete and evaluate a four to six year plan with the assistance of the middle school and high school counselors, as well as high school student mentors.

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

Students need to have developed a general knowledge of self and have a realistic view of their academic standing, career interests, etc.

Students will need to review specialized career vocabulary presented in sixth grade that also applies to this lesson.

Students will need to be aware of the different career clusters, graduation requirements and basic requirements for any post-secondary plans.

Unit # 1 Title: Planning for Life

Lesson Title: Finding My Career Direction

Lesson: 1 of 3

Grade Level: 8

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:

AD.6: Developing and Monitoring Personal Plan of Study

Grade Level Expectation (GLE):

AD.6.A.08: Design a personal plan of study.

American School Counselor Association National Standard (ASCA):

Academic Development

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

Materials (include activity sheets and/ or supporting resources)

High School Vocabulary Sheet
Career Clusters Sheet
High school students/mentors to perform Pitfalls Skit
Student Career Folder
Paper and Writing Instrument

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

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs and outlines) for analysis or presentation. 10. apply acquired information, ideas and skills to different contexts as students, workers citizens and consumers.
X	Goal 2: Acquire the knowledge and skills to communicate effectively within and beyond the classroom. 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 6. apply communication techniques to the job search and to the workplace
X	Goal 3: recognize and solve problems 8. assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. explore, prepare for and seek educational and job opportunities

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

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

	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will write a journal entry about one career cluster that matches his/her interests.

Lesson Formative Assessment (acceptable evidence):

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

The student will write a journal entry about the career cluster of his/her choice.

Lesson Preparation

Essential Questions:

- What special vocabulary will I need to know in high school and in the world of work?
- To what extent do choices made and opportunities missed or taken impact short and long-term goals?
- How does academic performance affect later career/education choices?

Engagement (Hook):

High school students perform skit Pitfalls

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. High school students, serving as mentors, will perform a skit entitled Pitfalls.	1. Students watch presentation and then think of other pitfalls they might experience due to poor choices in middle school.
2. Distribute High School Vocabulary Sheet.	2. Students review and discuss their understanding of the High School Vocabulary Sheet.
3. Counselor distributes and reviews the career clusters sheet and discusses post-secondary options.	3. Students discuss the career clusters and post-secondary options.
4. Counselor provides assistance and answers questions that students may have about choosing a career cluster.	4. Students use the knowledge they have acquired to choose a career cluster that aligns with their current interests.

5. Counselor instructs students to write a journal entry personalizing the career cluster activity.	5. Students write a journal entry personalizing the career cluster activity.
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Teacher Follow-Up Activities

All student work should be filed in student’s career folder or portfolio (or teacher identified filing process) for future use.

Counselor reflection notes (completed after the lesson)

High School Vocabulary

Credits/hours

Graduation requirements

A+ Program

Prerequisite

Core elective

Core requirement

Elective

College prep class

Career cluster

Practical art

Fine art

GPA

Technical classes

Four to six year plan

Pitfalls

Student 1: What's the matter with you?

Student 2 (crying): My whole life is ruined! I just found out I may not get accepted into the school I want!

Student 1: Geez, what happened?

Student 2: Well, it seems that the school I want to go to expects me to have already taken algebra, algebra II, geometry, calculus and trigonometry...in high school!

Student 3: Hey! I know you're an excellent student. I sat behind you in geometry. I don't think you ever missed a single problem.

Student 2: Yeah, well that's after I woke up. I didn't do very well in sixth grade, so I was put in 7th grade math instead of pre-algebra...and that meant I had to take pre-algebra as an 8th grader...and so on! Next year, as a senior I will be one class behind to meet my career goal. Ugh!

Student 3: Well, all may not be lost. Sure, it would have been better if you had planned it all out, but according to the counselor there are other options. It might be as simple as just having to take a dual-enrollment class next year.

Student 2: Really?

Student 3: Well, you'd better ask the counselor, but I think it would work. Now if I had as easy a solution to my problem.

Student 1: What's the matter with you?

Student 3: Well, I would be earning all sorts of honors in vocational agriculture if I had entered the program as a freshman. Now, like her, I'm behind. I never thought it would make that much difference. I'll do well, but I could have done better if I had planned it all out ahead.

Student 1: Looks like planning is very important—kind of like Lewis & Clark as they made their way across the United States. Do you think they just started out every day of the expedition not knowing what course they would take.....just seeing where they happened to end up?

Student 2: I'm telling all my younger cousins and my little sister that planning is essential....and that what you do in middle school really *can* effect high school...even college!

Student 3: Well, don't forget to tell them to ask a counselor if in doubt. I've heard they're good at helping kids find their way.

Student 2: Oh don't worry...in fact I'm headed to see the counselor right now!
Dual enrollment, huh?.....

Unit # 1 Title: Planning for Life

Lesson Title: Mapping My Career Direction

Lesson: 2 of 3

Grade Level: 8

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:

AD.6: Developing and Monitoring Personal Plan of Study

Grade Level Expectation (GLE):

AD.6.A.08: Design a Personal Plan of Study.

American School Counselor Association National Standard (ASCA):

Academic Development

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

Materials (include activity sheets and/ or supporting resources)

Student Career Folder with Graphs (Grade 7) and Missouri Connections or other Interest Inventories Results

High School Vocabulary Sheet

Career Clusters Sheet

My Chosen Career Cluster Plan of Action Template and Sample Paper and Writing Instrument

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

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs and outlines) for analysis or presentation.
X	Goal 2: acquire the knowledge and skills to communicate effectively within and beyond the classroom. 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 6. apply communication techniques to the job search and to the workplace
X	Goal 3: recognize and solve problems 8. assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	1. speaking and writing standard English 4. writing formally and informally
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		6. participating in formal and informal presentations and discussions of issues and idea
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will write a paragraph identifying information about the career cluster of his/her choice and at a least four high school classes, which correspond with that choice.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
 The student will write a paragraph identifying the career cluster of his/her choice and a plan to reach his/her career goal.

Lesson Preparation

Essential Questions:
 How does knowledge of myself influence and assist in the attainment of my goals? To what extent do choices made and opportunities missed or taken impact short and long-term goals?

Engagement (Hook):
 Visit from high school counselor for a get acquainted time. (5-10 min.)

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Middle school counselor will introduce high school counselor(s). 2. After conversation with high school counselor students review career portfolios/folders, including interest inventories, review of self-evaluations, graphs, etc. 3. Counselor assists students in completing the <i>Choosing My Career Cluster</i> worksheet. 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students become acquainted with and have an opportunity to ask questions of the high school counselor. 2. Students review their career portfolios and assess what information will assist them in developing their Personal Plan of Study. 3. Students use the information from their career portfolios to complete the <i>Choosing My</i>
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<p>4. Counselor will lead a discussion regarding successful performance in classes.</p> <p>5. Instruct students to write a paragraph describing their career cluster choice and how they plan to achieve this by including classes they will need to take in high school.</p>	<p><i>Career Cluster.</i></p> <p>4. Students will show their understanding of the importance of succeeding in classes through class discussion</p> <p>5. Students will write a paragraph describing their career cluster choice.</p>
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Teacher Follow-Up Activities

All student work should be filed in student's career folder for future use.

Counselor reflection notes (completed after the lesson)

CHOOSING MY CAREER CLUSTER

My Chosen Career Cluster...

Health Services

The Career I think I would like....

Registered Nurse (B.S.N.)

The Path I Will Take to Meet That Goal....

SCHOOL-TO WORK

2 YEAR/VOCATIONAL SCHOOL

4 YEAR COLLEGE

University of MO-Columbia

Some classes I will need to include in my 4 to 6 year plan to meet this career goal:

1. Biology
2. Chemistry
3. Health Occupations
4. Algebra
5. Geometry
6. Algebra II
7. Calculus
8. Anatomy & Physiology
9. _____
10. _____

CHOOSING MY CAREER CLUSTER

My Chosen Career Cluster...

The Career I think I would like....

The Path I Will Take to Meet That Goal....

SCHOOL-TO WORK

2 YEAR/VOCATIONAL SCHOOL

4 YEAR COLLEGE

Career Goal

Some classes I will need to include in my 4 to 6 year plan to meet this career goal:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

FIND YOUR FUTURE IN CAREER PATHS & CAREER CLUSTERS



Missouri Career Education
ESSENTIAL SKILLS FOR ALL STUDENTS
Department of Elementary and Secondary Education
Division of Career Education
P.O. Box 480
Jefferson City, MO 64102-0480
87.10761.0480

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High School Vocabulary

Credits/hours

Graduation requirements

A+ Program

Prerequisite

Core elective

Core requirement

Elective

College prep class

Career cluster

Practical art

Fine art

GPA

Technical classes

Four to six year plan

Unit # 1 Title: Planning for Life

Lesson Title: My Four to Six Year Plan (My Personal Plan of Study) **Lesson:** 3 of 3

Grade Level: 8

Length of Lesson: 30 min.

Missouri Comprehensive Guidance and Counseling Big Idea:

AD.6: Developing and Monitoring Personal Plan of Study

Grade Level Expectation (GLE):

AD.6.A.08: Design a Personal Plan of Study.

American School Counselor Association National Standard (ASCA):

Academic Development

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

Materials (include activity sheets and/ or supporting resources)

High School Students/Mentors
Student's Completed Career Folder
District 4-Year Plan Template (Personal Plan of Study)
District Graduation Requirements
District Course Descriptions
District A+ Planner
Career Cluster Sheet
Teacher Recommendations
High School Vocabulary List
Paper and Writing Instrument

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

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs and outlines) for analysis or presentation.
X	Goal 2: Acquire the knowledge and skills to communicate effectively within and beyond the classroom. 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 6. apply communication techniques to the job search and to the workplace
X	Goal 3: recognize and solve problems 8. assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	1. speaking and writing standard English 4. writing formally and informally 6. participating in formal and informal presentations and discussions of issues and idea
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will complete a Personal Plan of Study.

Lesson Formative Assessment (acceptable evidence):

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

The student will complete a Personal Plan of Study and a journal entry about his/her educational and career goals.

Lesson Preparation

Essential Questions:
 What plans do I need to make to reach my career goals?
 What classes will I need to take in high school to follow my chosen career cluster?

Engagement (Hook):
 High school mentors start off the class by sharing their experiences with developing their 4 to 6 year plans. (5-10 min)

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor will introduce high school mentors. Mentors will spend approximately 5-10 minutes sharing their experiences about developing and revising their 4 to 6 year plan as well as the concerns, worries and joys they experienced during this stage of their education.	1. Students become acquainted with mentors and have an opportunity to see high school through their eyes.
2. Counselor facilitates students' review of their career portfolios/folders, including	2. Students review their career portfolios and use the information to assist them in

<p>interest inventories, self-evaluations, graphs, and teacher recommendations for classes.</p> <p>3. Counselor goes over personal plan of study step by step while student mentors assist. The counselor remains available to answer any questions with which the mentors need assistance.</p> <p>4. Counselor instructs students to write a journal entry for their career folder regarding their goals and personal plan of study.</p>	<p>developing their 4 to 6 year plans. They work one-on-one with student mentors who will assist them.</p> <p>3. Students work toward completion of their plan.</p> <p>4. Students write a journal entry for their career folder e.g.: “My hopes for my future.”</p>
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Teacher Follow-Up Activities

All student work should be filed in student’s career folder for future use. The counselor may choose to invite the high school mentors back if students are unable to finish in the time allowed. This will allow for follow-up questions.

The high school counselor(s) will review the 4 to 6 year plans and middle school and high school counselors may work together to set up a parent night to share the student’s completed plans and address transition into the high school.

Counselor reflection notes (completed after the lesson)

High School Vocabulary

Credits/hours

Graduation requirements

A+ Program

Prerequisite

Core elective

Core requirement

Elective

College prep class

Career cluster

Practical art

Fine art

GPA

Technical classes

Four to six year Plan

FIND YOUR FUTURE IN CAREER PATHS & CAREER CLUSTERS




Missouri Career Education
ESSENTIAL SKILLS FOR ALL STUDENTS
Department of Elementary and Secondary Education
Division of Career Education
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Jefferson City, MO 65102-0450
873761-0860



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DESE 0380-2-407

Academic Development

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

Applying skills needed for educational achievement.

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

Applying the skills of transitioning between educational levels.

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

Developing and monitoring personal educational plans.

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

UNIT DESCRIPTION: Planning for Life		SUGGESTED UNIT TIMELINE: 3 Lessons				
In this unit students will use information about self and careers gained in grades six through eight to successfully complete and evaluate a four to six year plan with the assistance of the middle school and high school counselors, as well as high school student mentors.		CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS:						
1. How does academic performance affect later career/education choices?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will write a journal entry about one career cluster that matches his/her interests.		AD.6.A.08: Design a Personal Plan of Study		RI.8.4 W.8.2 W.8.7 W.8.9 SL.8.1 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	AD B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.	Level 4
2. The student will write a paragraph identifying information about the career cluster of his/her choice and at a least four high school classes which correspond with the chosen path.		AD.6.A.08		RI.8.4 W.8.2 W.8.7 W.8.9 SL.8.1	AD B	Level 4

				L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6		
3. The student will complete a personal plan of study.		AD.6.A.08		SL.8.1 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	AD B	Level 4
ASSESSMENT DESCRIPTIONS:						
The student will complete a personal plan of study.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3	See Lessons: Lesson 1 Finding My Career Direction Lesson 2 Mapping My Career Direction Lesson 3 My Four to Six Year Plan (My Personal Plan of Study)					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2 3	See Lessons: Lesson 1 Finding My Career Direction Lesson 2 Mapping My Career Direction Lesson 3 My Four to Six Year Plan (My Personal Plan of Study)					
	Direct: <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Explicit Teaching	Indirect: <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies	Experiential: <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives	Independent Study <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted	Interactive Instruction <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing (Ls. 1)	

	(Ls. 1) <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 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	<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	Instruction <input checked="" type="checkbox"/> Journals (Ls. 1, 2, 3) <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input checked="" type="checkbox"/> Learning Activity Packages (Ls. 2, 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	<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
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UNIT RESOURCES:

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

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

Unit # 1 Title:How Does Who I Am, Relate to Planning for High School and Beyond?

Grade Level: 8

Number of Lessons in Unit: 2

Time Required: 50 Minutes

Lesson Titles:

Lesson 1: Mapping It Out (Part 1)

Materials/Special Preparation

Students' Personal Plans of Study/Career Portfolios. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed activity sheets, assessment results and reflection papers. The availability of this cumulative information is a key to the effectiveness of the strategies in this unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews.

Highway maps or access to Google Maps, MapQuest, etc.

Activity Sheet: *Resource: Portfolio Contents Checklist*

Activity Sheet: *Mapping It Out – Where You've Been and Where You Are Now*

Lesson 2: Putting It all Together: The Personal Plan of Study

Materials/Special Preparation

Students' Personal Plans of Study/Career Portfolios. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed activity sheets, assessment results and reflection papers. The availability of this cumulative information is a key to the effectiveness of the strategies in this unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews.

Completed *Resource Checklist* and *Mapping It Out* activity sheets from previous lesson.

Activity Sheet: *Mapping Out Your Personal Plan of Study* or online planning resource, such as Missouri Connections

High School Course catalog, if available

NOTE: Be prepared to provide students with district graduation requirements. Some students will need information regarding NCAA approved core courses. Others will need college preparatory information. Still others will need information regarding technical training options.

Missouri Comprehensive Guidance and Counseling Big Ideas:

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

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

Secondary Training/Education	
CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectations: (GLEs)	
CD.7.A.08:	Develop an educational and career plan based on current interests, strengths, and limitations. (DOK Level – 4)
CD.7.B.08:	Identify and explore a variety of resources to aid in career exploration and planning now and in the future. (DOK Level – 3)
CD.8.A.08:	Compare personal interests with information about careers and education. (DOK Level – 3)
CD.8.B.08:	Identify the training and education required for occupations in career paths of interest. (DOK Level – 2)
CD.9.A.08:	Evaluate personal, ethical and work habit skills as they relate to achieving the student’s educational career plan. (DOK Level – 4)
CD.9.B.08:	Utilize a portfolio of middle school/junior high school academic and work experience. (DOK Level – 4)
American School Counselor Association (ASCA) National Standard:	
Career Development	
A:	Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
C:	Students will understand the relationship between personal qualities, education, training and the world of work.

Time Required: Varies according to the instruments used

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

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	Reading and writing skills
X Mathematics	Math skills; data analysis
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

Unit Essential Questions:

What does a person need to know about him/herself before embarking on career and educational planning?
 How can a person take control of his/her future?

Unit Measurable Learning Objectives:

The student will review his/her portfolio and complete the checklist for his/her portfolio.
 The student will complete activity sheets that will allow him/her to reflect on personal educational and career journeys to this point.
 The student will complete a Personal Plan of Study.

Unit Instructional Strategies/Instructional Activities:

- Direct (Guided & Shared - Reading, Listening, Viewing, Thinking)
- Indirect (Reflective Discussion, Writing to Inform, Concept Formation)
- Experiential (Narratives)
- Independent Study (Essays, Learning Logs)
- Interactive Instruction (Discussion, Think-Pair-Share, Cooperative Learning)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Students will identify personal interests, academic strengths, and abilities. They will review career paths/career clusters and careers within those paths that are specific to the students' interests, academic strengths, and abilities. They will review previous information from their career portfolios to aid in development of career/academic plans, along with information regarding school and community involvement that may be related to those interests and abilities. They will determine what high school courses and post-secondary education will aid in the achievement of career goals.

Brief Summary of Unit:

The purpose of this unit is to have students assess academic strengths, personal interests and abilities in order to develop a 4-year Personal Plan of Study that targets a career path/career cluster, which is tailored to their aptitudes, interests, and abilities.

Students' Prior Knowledge:

Student success in any learning endeavor is dependent upon prior knowledge. The Missouri Comprehensive Guidance Program Curriculum builds on each student's prior knowledge and understanding in academic content as well as Comprehensive Guidance content. Helping students develop a common vocabulary and common conceptual understandings rests upon the Professional School Counselor.

For the Career Development Strand, the common vocabulary for eighth graders includes:

Work	Job Responsibilities of Workers	College
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Career	Interests	Strength
Career Paths	Post-secondary Options	Ethics
Resume	Portfolio	Interview
University	Limitation	

For CG 9 the common conceptual understanding includes: the inter-relationship of one's personal skills, (e.g., ethical behavior and work habit skills and attitudes), one's job seeking skills and work success and satisfaction.

Unit # 1 Title: How Does Who I Am Relate to Planning for High School and Beyond?

Lesson Title: Mapping It Out

Lesson: 1 of 2

Grade Level: 8

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Ideas:

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

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

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

Grade Level Expectations (GLEs):

CD.7.A.08: Develop an educational and career plan based on current interests, strengths, and limitations.

CD.7.B.08: Identify and explore a variety of resources to aid in career exploration and planning now and in the future.

CD.8.A.08: Compare personal interests with information about careers and education.

CD.8.B.08: Identify the training and education required for occupations in career paths of interest.

CD.9.A.08: Evaluate personal, ethical and work habit skills as they relate to achieving the student's educational career plan.

CD.9.B.08: Utilize a portfolio of middle school/junior high school academic and work experience.

American School Counselor Association (ASCA) National Standard:

Career Development

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

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Students' *Personal Plan of Study/Career Portfolios*. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed activity sheets, assessment results and reflection papers. The availability of this cumulative information is a key to the effectiveness of the strategies in this unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews.

Highway maps or access to Google Maps, MapQuest, etc.

Activity Sheet: *Resource: Portfolio Contents Checklist*

Activity Sheet: *Mapping It Out – Where You've Been and Where You Are Now*

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

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)	Specific Skill(s)	
X	Communication Arts	Reading and writing skills
X	Mathematics	Math skills; data analysis
	Social Studies	
X	Science	Science skills; scientific inquiry
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will complete the checklist for his/her portfolio. The student will evaluate his/her experiences and preparation through completion of the “Mapping It Out” activity sheet.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will collect and organize their completed self-information and reflection materials (as specified by the counselor); students will complete a self-assessment through use of the activity sheet.

Lesson Preparation

Essential Questions:
As you have traveled through your life’s journey, what roads have you taken to get to this point?
How have your choices affected planning for high school and beyond?
What options are available on the road ahead?
How will you get where you want to go?

Engagement (Hook):

Enter the classroom with state road maps. If you have computer capability, you may want to use a site, such as MapQuest, Google Maps, etc., for this activity. Divide the students into groups of 3 to 5 students each. Students will choose one person from their group to be a recorder/secretary to write group responses. Introduce the activity by saying, “Today, we are going to plan a trip.”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. “When I give the signal, you will have 5 minutes to find as many routes as possible. Ready?” 2. Choose a destination beforehand that is distant from your students’ home town, let students know what that destination is, then begin again with the instructions noted above. 3. Once time is called, take a few minutes to discuss the number of routes that the groups have discovered. 4. Make the following points through conversation with students. <ul style="list-style-type: none"> • Before going on a trip, what information do you need? • How do you know where to go? • Were some of the routes you took longer than others? • When we were doing the map activity, did you end up going in the wrong direction and having to go back? Even though you had to turn around, did you still manage to get back on track? Who or what helped you get back on track? • Where could you get information to make your planning better? • Some people prefer to take the interstates, while others like to take the back roads. What are the pros and cons associated with both choices? 	<ol style="list-style-type: none"> 1. Students will probably express confusion since the counselor has not given them a destination. 2. Students try to find as many routes as possible to reach the destination in the time allotted. 3. Students contribute their ideas. 4. Students respond to the prompts from the counselor.

<p>5. “No matter where you are going, the key to arriving at your destination is planning. How does planning for a trip relate to planning for high school and beyond?”</p> <p>6. “This unit can help you become an active participant in your life journey. During this lesson and the next, I am going to be your guide and you will be the explorers. Together we are going to map out your life journey up to this point. In the next lesson, you will develop a Personal Plan of Study that will guide you toward your ultimate destination. When you have completed your Personal Plan of Study, you will present your work to your parent(s)/guardian(s) and to your counselor.”</p> <p>7. “As we go through this process, we are going to consider where you have been, where you are, and where you would like to be in the years to come. Leaf through your portfolio – it contains a wealth of information about what you have considered and what you have participated in. All of this information can contribute to the decision-making process concerning careers and courses of study.”</p> <p>8. “The first step may be boring for some of us, but we have to do it to prepare for our</p>	<p>5. Students may respond with the following:</p> <ul style="list-style-type: none"> • You have to know your destination and how to get there. • You have to prepare. • You can talk to people who have been there before. • You have to make decisions based on what is right for you. • Even though you might make some wrong turns, you can get back on track with help. • Some people choose to take a more direct route, while others take a more indirect path. <p>6. Students ask questions for clarification.</p> <p>7. Students will consult the work in their portfolios. Students will ask questions and/or contribute ideas/opinions about using the information.</p> <p>8. The resource: <i>Portfolio Checklist</i> will guide the organization of the students’</p>
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<p>journey. Let’s get organized. Review your portfolio pieces and make sure that you have information readily available.</p> <p>“When considering what career path/career cluster you want to follow and what classes you want to take in high school, planning is important. Having information from assessments, such as a career interest inventories and achievement test scores, can be a starting point for planning. You have those results in your Portfolio.”</p> <p>The resource: “Portfolio Checklist” will help you identify and organize information into categories about yourself based on assessment processes developed by others and your own assessment of yourself through reflection.</p> <p>Take about 10 minutes to organize the contents of your portfolio.</p> <p>9. Distribute <i>Mapping It Out</i> activity sheet. “An important part of planning for a trip is thinking about where you’ve been and where you are now.”</p> <p>Explain each section of the activity sheet. Allow time for students to work on through the activity.</p> <p>10. “What have you learned today?”</p> <p>11. “When we meet again, we will be setting up your Personal Plan of Study for high school and beyond. In the meantime, consider where you ultimately plan on going and what you need to do to get there.”</p>	<p>portfolios. Students will sort the materials they have. (Some students are natural organizers and will have their materials organized; use their expertise to help other students).</p> <p>9. Students will work through the activity sheet. During the task, students will ask questions to strengthen understanding of the task.</p> <p>10. Students will respond with their insights.</p> <p>11. Students may have questions that need to be addressed by the counselor.</p>
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Teacher Follow-Up Activities

When discussing grades, test scores, etc. with students, point out the benefits that come from certain grades or scores. Check in with students to discover where their interests lie and how this may tap into high school and career planning.

Counselor reflection notes (completed after the lesson)

PORTFOLIO CONTENTS CHECKLIST

The items in the following list can be used during the process of compiling a personal plan of study. You may have items in your portfolio that are not listed here. This list is intended as a starting point, not a destination.

Completed Activity Sheets and Reflections

Grade Level: 6

- Career Path Student Surveys
- Worker Interview
- It's All About Me!
- Ethical Dilemma Scenarios

Grade Level: 7

- Interview Checklist
- Who I Am...
- Researching a Career
- Map It Out concept map

Results of Achievement, Aptitude, Interest Assessments and Reflections

Interest Inventories

Dates	Name of Inventory	Results

Achievement Test Scores (Middle School)

Dates	Name of Achievement Test	Results

Aptitude Assessments (include job shadowing experiences)

Dates	Name of Assessments	Results

Reflection Papers/Paragraphs/Experiences

Dates	Title	Results

Other Items Your Teacher and/or Counselor specify:

Instructional Activity 2_CD7-9-Gr8-Unit1-Lesson1x Page 9 of 9
Mapping It—Where You've Been and Where You Are Now
Activity Sheet

MAP IT

Membership in Clubs & Organizations
(Include awards and recognition you have received.)

Job(s) & Volunteer Project(s)
(Include job shadowing experiences.)

Career(s) & Career Path(s)
(What have you researched or considered?)

Personal Strengths
(What do you do well? Include school subjects, as well as other personal strengths.)

My Values & Causes
(What character traits and social causes are important to you?)

Hobbies & Interests
(What do you like to do? Include school activities, as well as other interests.)

Unit # 1 Title: How Does Who I Am Relate to Planning for High School and Beyond?

Lesson Title: Putting It All Together: The Personal Plan of Study

Lesson: 2 of 2

Grade Level: 8

Length of Lesson: 50 minutes; note that this lesson may take two sessions to complete, depending on the group

Missouri Comprehensive Guidance and Counseling Big Ideas:

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

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

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

Grade Level Expectations (GLEs):

CD.7.A.08: Develop an educational and career plan based on current interests, strengths, and limitations.

CD.7.B.08: Identify and explore a variety of resources to aid in career exploration and planning now and in the future.

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CD.8.B.08: Identify the training and education required for occupations in career paths of interest.

CD.9.A.08: Evaluate personal, ethical and work habit skills as they relate to achieving the student's educational career plan.

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

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Students' Personal Plans of Study/Career Portfolios. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed activity sheets, assessment results and reflection papers. The availability of this cumulative information is a key to the effectiveness of the strategies in this unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews. Completed *Resource Checklist* and *Mapping It Out* activity sheets from previous lesson. Activity Sheet: *Mapping Out Your Personal Plan of Study* or online planning resource, such as Missouri Connections High School Course catalog, if available

NOTE: Be prepared to provide students with district graduation requirements. Some students will need information regarding NCAA approved core courses. Others will need college preparatory information. Still others will need information regarding technical training options.

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

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)	Specific Skill(s)
	Communication Arts
X	Mathematics Data analysis
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will use prior knowledge, as well as information from the day’s lesson, to complete a Personal Plan of Study.

Lesson Formative Assessment (acceptable evidence):

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

The student will set a career goal and compile a Personal Plan of Study that will facilitate reaching that goal.

Lesson Preparation

Essential Questions:

How can I reach my future goals?

Engagement (Hook):

Return with one of the road maps from the previous lesson. “Last time we met, we discussed taking a journey. How does this relate high school planning and career goals?”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. Ask students to relate hook statements to their own goals and plans.</p> <p>“During this lesson, I will continue to work as your guide as you map out your future education and career plans. While we are doing this, please keep in mind where you have been, where you are now, and where you would like to be in the future.”</p> <p>2. “First of all, we are going to consider where you’ve been and where you are now.”</p> <p>Using the completed <i>Resource Checklist</i> and <i>Mapping It Out</i> activity sheets, review student information briefly, asking students to share one or two observations about what they learned during that activity.</p> <p>3. “Going back to our analogy about taking a trip, in the previous lesson, we talked about preparing for a trip. If you don’t have gas money or you don’t plan for the weather, your trip may not go as well as you hoped. Looking at your <i>Mapping It Out</i> activity sheet, place a star – or stars – on the area(s) you may need to bolster in order to be better prepared on the road ahead.”</p> <p>While students are reviewing their information, the counselor will circulate through the room and make observations regarding student progress and answering student questions.</p>	<p>1. Students will volunteer responses that indicate an awareness of the need to establish one’s own goals and to develop plans to get to their goals.</p> <p>2. Students will volunteer one or two concepts they learned and/or discovered about themselves.</p> <p>3. Students will review their information and evaluate the area(s) where they may need to improve.</p>

<p>4. “Five years from now, you will be embarking on the next phase of your trip. You will have completed high school and will be taking the next step toward your ultimate goal. For some of you, that will mean more education or training, such as college, technical training, or apprenticeship. For others, that will mean going directly into the world of work. Planning high school coursework around your ultimate goal can help your trip go more smoothly.”</p> <p>Point out the differences between high school and middle school expectations. For example, in middle school, most students take the same coursework, while in high school, choices are made according to student achievement levels and interests. In middle school, students may fail a semester of coursework and still advance to the next grade. In high school, students who fail a semester of coursework are required to take that semester of coursework again. Point out how the credit system in high school makes passing each semester of each class a necessity.</p> <p>Distribute <i>Mapping Out Your Personal Plan of Study</i> activity sheet and high school course catalogs, if available. Explain that there are requirements that each student must meet, but there may be options available to each student that will allow them to meet those requirements while being tailored to their individual plans and needs.</p> <p>Schools using an online planning service may choose to utilize that service at this point.</p> <p>5. Work with the students through the process of mapping out their high school coursework. Terms that will need to be defined include: fine arts and practical arts.</p>	<p>4. Students will respond with questions to clarify their understanding.</p> <p>5. Students will work individually to complete their high school personal plans of study.</p>
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<p>The middle school counselor should work closely with the high school counselor to ensure that any changes to district and/or state requirements are addressed.</p> <p><i>(NOTE: Be prepared for this activity to take two sessions.)</i></p> <p>6. At the bottom of the map is a key. Explain to students that really good maps have keys that give the user insight and help when charting their courses. What key people can be part of their planning? What key organizations, activities, and experiences can help them arrive at their destination more informed and more prepared?</p> <p>Once students have completed their Personal Plans of Study, their parents/guardians should be involved in some way. The counselor may accomplish this in a number of ways: hosting a Parent/Guardian and Student Night in which portfolios and students plans are reviewed; sending the information home with the students and getting parent/guardian signatures on the document to show that they have reviewed the information with the student, etc.</p>	<p>6. Students will review their information with parents/guardians.</p>
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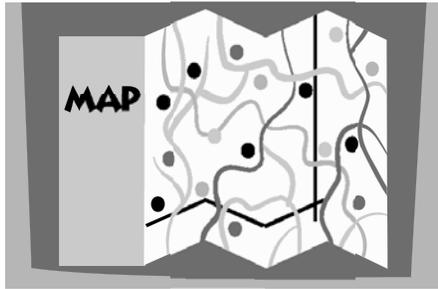
Teacher Follow-Up Activities

Teachers may follow up in an advisory capacity, helping students with the high school planning process.

Counselor reflection notes (completed after the lesson)

Mapping Out Your Personal Plan of Study

Freshman Year (9 th Grade)	
Units	Subject
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Junior Year (11 th Grade)	
Units	Subject
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

What is your ultimate career goal?

Career Path/Career Cluster:

Sophomore Year (10 th Grade)	
Units	Subject
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Education/training required:

Senior Year (12 th Grade)	
Units	Subject
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

State Requirements:

___ Units of Mathematics

___ Units of Language Arts

___ Units of Social Studies

___ Units of Science

___ Units of P.E.

___ Units of Personal Finance

___ Units of Health Education

District Requirements:



What are some key school or community-based clubs, organizations, or activities will help you on your way?

Where can you gain more information about your ultimate career goals and the requirements needed to achieve that goal?

Who can give you support and encouragement when you get "lost"?

COURSE INTRODUCTION:**Career Development**

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

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

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

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

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

Applying skills for college and career readiness and success.

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

<p>UNIT DESCRIPTION: How Does Who I Am Relate to Planning for High School and Beyond?</p> <p>The purpose of this unit is to have students assess academic strengths, personal interests and abilities in order to develop a 4-year Personal Plans of Study that targets a Career Path, which is tailored to their aptitudes, interests, and abilities.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons</p> <p>CLASS PERIOD (min.): 50 minutes each lesson</p>				
<p>ESSENTIAL QUESTIONS:</p> <p>1. What does a person need to know about him/herself before embarking on career and educational planning? 2. How can a person take control of his/her future?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
<p>1. The student will review his/her portfolio and complete the checklist for his/her portfolio.</p>		<p>CD.7.A.08: Develop an educational and career plan based on current interests, strengths, and limitations.</p>		<p>W.8.7 SL.8.2 SL.8.4 SL.8.6 L.8.1 L.8.2 L.8.3 L.8.6</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>DOK Level – 4</p>
		<p>CD.7.B.08: Identify and explore a variety of resources to aid in career exploration and planning now and in the future.</p>		<p>CD C: Students will understand the relationship between personal qualities, education, training and the world of work.</p>	<p>DOK Level – 3</p>	
		<p>CD.8.A.08: Compare personal</p>			<p>DOK Level – 3</p>	

		<p>interests with information about careers and education.</p> <p>CD.8.B.08: Identify the training and education required for occupations in career paths of interest.</p> <p>CD.9.A.08: Evaluate personal, ethical and work habit skills as they relate to achieving the student's educational career plan.</p> <p>CD.9.B.08: Utilize a portfolio of Middle School/Junior High School academic and work experience.</p>				<p>DOK Level – 2</p> <p>DOK Level – 4</p> <p>DOK Level – 4</p>
<p>2. The student will complete activity sheets that will allow him/her to reflect on personal educational and career journeys to this point.</p>		<p>CD.7.A.08 CD.7.B.08 CD.7.C.08 CD.8.A.08 CD.8.B.08 CD.9.A.08 CD.9.B.08</p>		<p>W.8.7 SL.8.2 SL.8.4 SL.8.6 L.8.1 L.8.2 L.8.3</p>	<p>CD A CD C</p>	<p>DOK Level – 4 DOK Level – 3 DOK Level – 2 DOK Level – 3 DOK Level – 2 DOK Level – 4 DOK Level – 4</p>

				L.8.6		
3. The student will complete a Personal Plan of Study.		CD.7.A.08 CD.7.B.08 CD.7.C.08 CD.8.A.08 CD.8.B.08 CD.9.A.08 CD.9.B.08		W.8.7 SL.8.2 SL.8.4 SL.8.6 L.8.1 L.8.2 L.8.3 L.8.6	CD A CD C	DOK Level – 4 DOK Level – 3 DOK Level – 2 DOK Level – 3 DOK Level – 2 DOK Level – 4 DOK Level – 4
ASSESSMENT DESCRIPTIONS*: Students will identify personal interests, academic strengths, and abilities. They will review career paths/career clusters and careers within those paths that are specific to the students’ interests, academic strengths, and abilities. They will review previous information from their career portfolios to aid in development of career/academic plans, along with information regarding school and community involvement that may be related to those interests and abilities. They will determine what high school courses and post-secondary education will aid in the achievement of career goals.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3	See Lessons: Lesson 1: Mapping It Out (Part 1) Lesson 2: Putting It all Together: The Personal Plan of Study					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2 3	See Lessons: Lesson 1: Mapping It Out (Part 1) Lesson 2: Putting It all Together: The Personal Plan of Study					
	<u>Direct:</u> ____ Structured Overview ____ Lecture	<u>Indirect:</u> ____ Problem Solving	<u>Experiential:</u> ____ Field Trips	<u>Independent Study</u> __x__ Essays (Ls.3)	<u>Interactive Instruction</u> ____ Debates	

<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. 3)	<input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls.1) <input checked="" type="checkbox"/> Writing to Inform (Ls. 3) <input checked="" type="checkbox"/> Concept Formation (Ls.2) <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<input checked="" type="checkbox"/> Narratives (Ls.3) <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 type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input checked="" type="checkbox"/> Learning Logs (Ls.3) <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <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) <input checked="" type="checkbox"/> Cooperative Learning (Ls.2) <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
<p>UNIT RESOURCES:</p> <p>Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/</p> <p>ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</p>				