Unit #1 Title: Who Am I And How Do I Fit Into The World? **Grade Level:** 9-12

Number of Lessons in Unit: 4

Time Required for each lesson: 50 minutes

Best time of year to implement this Unit: Beginning of the academic year.

Lesson Titles:

9th Grade Lesson # 1: Juggling New Opportunities

Materials/Special Preparations Required:

- Tennis Balls for Juggling or Three Stacks of Paper Stacks
- Fan
- *Self-Concept Checklist*
- *Improving Your Self-Concept* worksheet
- School Club/Organization List – School generated
- *Roles: How Do They Impact Me and for What Am I Responsible* worksheet
- Chart paper sticky notes

10th Grade Lesson # 2: Positive Self Talk

Materials/Special Preparations Required:

- Mirror
- *Looking at Me in my Family, School and Community* worksheet

11th Grade: Lesson # 3: Assessing Self-Concept

Materials/Special Preparations Required:

- Scale
- Weights
- *My Self Concept Report Card*

12th Grade: Lesson #4: My Action Plan

Materials/Special Preparations Required:

- *Action Plan For Maintaining Who I Am*

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.1: Understanding Self as an Individual and a Member of a Diverse Local and Global Community.

Grade Level Expectations (GLEs):

PS.1.A.09: Develop skills needed to maintain a positive self-concept. (DOK Level -2)

PS.1.B.09: Recognize increased roles and responsibilities of the individual within the family, school, and local community. (DOK Level - 2)

PS.1.C.09: Identify activities the individual might participate in to become a contributing member of a school community. (DOK Level -3)

PS.1.A.10: Implement skills necessary to exhibit and maintain a positive self-concept. (DOK Level -3)

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PS.1.B.10:	Prioritize roles and responsibilities and implement strategies to balance family, school, work, and local communities. (DOK Level - 3)
PS.1.C.10:	Identify and participate in activities that help the individual student become a contributing member of a global community. (DOK Level - 3)
PS.1.A.11:	Practice and modify the skills necessary to exhibit and maintain a positive self-concept. (DOK Level - 3)
PS.1.B.11:	Identify and utilize resources to help balance family, school, work, and local community roles. (DOK Level - 3)
PS.1.C.11:	Build upon activities and experiences that help the individual student become a contributing member of a global community. (DOK Level - 3)
PS.1.A.12:	Utilize the skills necessary to exhibit and maintain a life-long positive self-concept. (DOK Level - 4)
PS.1.B.12:	Exhibit the ability to balance personal, family, school, community, and work roles. (DOK Level - 4)
PS.1.C.12:	Exhibit the personal characteristics of a contributing member of a diverse community. (DOK Level - 4)

American School Counselor Association (ASCA) National Standard:
Personal Social Development

A. Students will acquire the knowledge, attitude, 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 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 8. Assess costs, benefits and other consequences of proposed solutions.
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

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

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

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X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Unit Essential Questions:

Who are you? And what makes a person fit into his or her world?

Unit Measurable Learning Objectives:

The student will determine: at least five characteristics of his/her self-concept identifying whether each would be positive or negative; at least five ways to improve or maintain his/her positive self-concept; and identify their roles and responsibilities as a family member, school members, and community member.
The student will identify at least three roles he/she has at home, school, and in the community and one responsibility for each role**.**
The student will identify at least two ways to improve or maintain his/her self-concept.
The student will write a reflective essay addressing at least four ways of maintaining and/or his/her self-concept.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Compare and Contrast)
__X__ Indirect (Problem Solving; Case Study; Reflective Discussion, Writing to Inform)
__X__ Experiential (Simulation; Surveys)
__X__ Independent Study (Learning Contracts)
__X__ Interactive Instruction (Brainstorming; Discussion)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will gain insight into their self-concepts by completing surveys and worksheets in order to complete an "Action Plan for Maintaining Who I Am" worksheet.

Brief Summary of Unit:
The maintenance action plan provides students with an activity to show their previous years of personal growth and a plan to maintain positive growth.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Knowledge of their individual roles for family, school, work and community
Skills to maintain and improve their self-concept
Recognition of personal ways for the individual to contribute as a member of their community

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Unit 1 Title: Who Am I and How Do I Fit Into the World?

Lesson Title: Juggling New Opportunities **Lesson** 1 of 4

Grade Level: 9

Length of Lesson: 50 minutes
Options: Classroom visits
Freshman Orientation
Small Groups

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.09 Develop skills needed to maintain a positive self-concept.
PS.1.B.09 Recognize increased roles and responsibilities of the individual student within the family, school, and local community**.**
PS.1.C.09 Identify activities the individual student might participate in to become a contributing member of a school community.

American School Counselor Association (ASCA) National Standard:
Personal and Social Development
A. Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.
B. Students will make decisions, set goals and take necessary action to achieve goals.

Materials (include activity sheets and/ or supporting resources)

Tennis Balls (for juggling) or three stacks of paper
Fan
Chart paper and sticky notes
Self-Concept Checklist worksheet
Improving Your Self-Concept worksheet
School Club/Organization List (each school will be required to develop its own list, please include Sponsors, requirements, and a brief description)
Roles: How Do They Impact Me and What Am I Responsible For? worksheet

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

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
	Goal 3: Recognize and solve problems

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X	1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 8. Assess costs, benefits and other consequences of proposed solutions.
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	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	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will determine: at least five characteristics of their self-concept identifying if each are positive or negative; at least five ways to improve or maintain his/her positive self-concept; and identify their roles and responsibilities as a family member, school members, and community member.

Lesson Formative Assessment (acceptable evidence):

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

The student will complete and discuss the *Self-Concept Checklist*, the *Improving Your Self-Concept*, and the Roles: *How Do They Impact Me* and for *What Am I Responsible* worksheets.

Lesson Preparation

Essential Questions:

Why is it important for teenagers to have a positive self-concept?

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Why is it important for you to balance your personal, academic, and work roles?
How do people make the world a better place?

Engagement (Hook):
Begin an in-depth discussion by juggling 3 tennis balls. Explain that each ball represents a specific area of their life (i.e. personal/social, academic, and career).
Begin juggling the balls and explain to the students that sometimes all three areas of their lives operate smoothly.

Drop one of the balls and explain to the students that sometimes one area of their lives may seem to be out of control or going poorly, but the other two areas can still be okay. Continue to juggle the other two balls.

Drop another ball and explain to the students that sometimes two areas of their lives may seem to be out of control or going poorly, but there is still one area that they can concentrate on that is going okay. Continue to toss one ball.

Drop the last ball and explain to the students that sometimes all areas of their lives may seem to be out of control or going poorly.

A variation of this activity is using paper, which is neatly organized into three stacks. Explain to the students that sometimes all three stacks are perfectly aligned and all three areas of their lives operate smoothly.

Blow/throw one of the stacks into the air and explain to the students that sometimes one area of their life may seem to be out of control or going poorly, but the other two can still be going okay. Point to the other two neatly stacked piles of paper.

Blow/throw another one of the stacks into the air and explain to the students that sometimes two areas of their lives may seem to be out of control or going poorly, but there is still one area that they can concentrate on that is going well. Point to the last neatly stacked pile of paper.

Blow/throw the last stack of paper into the air and explain to the students that sometimes all areas of their life may seem to be out of control or going poorly.

Use either hook to lead into explaining to the students that high school is a place where all areas will need to be juggled in order to have the best experience possible. Work with them as large groups, small groups or individuals to give them skills, ideas or opportunities to juggle all three areas successfully.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. On chart paper, draw two outlines of a human body. Label one positive and one negative. Give students sticky notes. Have students write positive and negative characteristics/attributes about themselves on the sticky notes and stick on the appropriate chart paper. Discuss.	1. Students write characteristics on the sticky notes and place on the appropriate human body outline.
2. Handout the "Self-concept Checklist" worksheet. One area that will be impacted entering high school is your self-concept. Meeting new friends, experiencing peer pressure, trying to "fit in" are all issues 9th graders may go through. Explain that the self-concept checklist will help increase their self-concept. Allow students time to complete the checklist. Discuss responses and or collect them after the class period for formative evaluation.	2. Students complete the self-concept checklist. Discuss what indicates positive or negative self-concepts.
3. After discussing possible responses, explain to the students that there are ways to improve their self-concept as well as maintain it. Allow them time to complete the "Improving Your Self-Concept" worksheet. Discuss and or collect for formative evaluation.	3. Students will complete the "Improving Your Self-Concept" worksheet. Discuss ways for developing or maintaining a positive self-concept.
4. Ask students what they are most looking forward to doing in high school. Discuss responses. Ask students if they are aware of all the opportunities available to them in their new school community. Direct students to the "Clubs/Organization List". Let them know about all the different opportunities they have to be involved. Discuss the benefits of more friends (new friends), sense of belonging, school pride, learning new things, taking risks, organizing time and responsibilities and increased positive self-concept. Ask students to check or circle clubs they may	4. Students respond to questions Discuss benefits to joining clubs Checkmark or circle clubs they may be interested in joining.

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be interested in learning more information about or joining. 5. Discuss students' thoughts after computing worksheets to help understand that all students have strengths and weaknesses. Pass out Roles: *How do They Impact Me and for What Am I Responsible* worksheet.	5. Students will discuss strengths and weaknesses they have and how these are important to understand, not only about themselves, but also about others. Students will identify how each role has shaped their self-concepts and list at least one responsibility they have in each role.

Teacher Follow-Up Activities

Teachers could identify students that are still projecting a negative self-concept and refer them to the counselor. Communication Arts teachers could assign a paper/essay pertaining to the roles and responsibilities that students have in their lives.

Counselor reflection notes (completed after the lesson)

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JUGGLING NEW OPPORTUNITIES HANDOUTS

Name: _____
Date: _____

SELF-CONCEPT CHECKLIST

Having and maintaining a positive self-concept is a life long skill. Individuals with negative self-concepts may get involved with unhealthy life choices such as vandalism, substance abuse, or other criminal activity.

Below is a list of statements. If the statement describes a positive self-concept characteristic, place a checkmark in the column entitled POSITIVE. If the statement describes a negative self-concept characteristic, place a checkmark in the column titled NEGATIVE.

If you believe the statement describes your own self-concept, place a checkmark in the column titled ME.

STATEMENT	POSITIVE	NEGATIVE	ME
Fear change or trying new things			
Takes responsibility for ones own actions and mistakes			
Able to take charge and show leadership when necessary			
Awareness and acceptance of one's own strengths and weaknesses			
Unable to show leadership			
Tends to follow others			
When victimized remains a victim and does not overcome the situation			
Accepts change			
Eager to try new things			
Has self-respect and self-confidence			
Always criticizes self			
Finds blame in others			
Depends upon approval from self and not others			
Tends to see negatives in people and situations			

Question:
Do you have more check marks in the positive or negative self-concept categories?

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Name: _____ Date: _____

IMPROVING YOUR SELF-CONCEPT

Below are suggestions to improve your self-concept. For each suggestion, there is a short exercise for you to complete. Complete the exercise in the space provided.

You can improve your self-concept by….

Recognizing what you do well. Write down five things you do well.

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

Setting realistic and attainable goals, list three of your goals.

1. _____
2. _____
3. _____

Building a support network of good friends who are a positive influence in your life, list the first names of your closest friends who positively influence your life.

_____

_____

Realizing the positive contributions you make to your family, school and community. Write a sentence describing the contributions you make in the following areas.

FAMILY: _____

_____

SCHOOL: _____

_____

COMMUNITY: _____

_____

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Name: _____ Date: _____

ROLES:
HOW DO THEY IMPACT ME AND WHAT AM I RESPONSIBLE FOR?

Much of self-concept (who we are) is shaped by the roles we play. Below are three major roles that many of us perform in our lives.

Explain how each role has helped shaped you into the person you are today. After that has been completed, please identify a minimum of one responsibility you have in each role.

FAMILY MEMBER:

How has it shaped me? _____

_____

_____

My responsibilities to my family are _____

_____

_____

SCHOOL MEMBER:

How has it shaped me? _____

_____

_____

My responsibilities to school are _____

_____

_____

COMMUNITY MEMBER:

How has it shaped me? _____

_____

_____

My responsibilities to my community are _____

_____

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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: Who Am I And How Do I Fit Into The World? The maintenance action plan provides students with an activity to show their previous years of personal growth and a plan to maintain positive growth.	**SUGGESTED UNIT TIMELINE:** 4 Lessons **CLASS PERIOD (min.):** 50 minutes each

ESSENTIAL QUESTIONS:
Who are you? And what makes a person fit into his or her world?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will determine: at least five characteristics of his/her self-concept identifying whether each would be positive or negative; at least five ways to improve or maintain his/her positive self-concept; and identify their roles and responsibilities as a family member, school members, and community member.		PS.1.A.09: Develop skills needed to maintain a positive self-concept. PS.1.B.09: Recognize increased roles and responsibilities of the individual within the family, school, and local community. PS. 1.C.09 Identify activities the individual might participate in to become a contributing member of the		W.9-10.2 W.9-10.4 W.9-10.10 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others. P/SD B. Students will make decisions, set goals and take necessary action to achieve goals.	Level 2 Level 2 Level 3

		school community. PS. 1.A.10: Implement skills necessary to exhibit and maintain a positive self-concept. PS.1.B.10: Prioritize roles and responsibilities and implement strategies to balance family, school, work, and local communities. PS.1.C.10: Identify and participate in activities that help the individual student become a contributing member of the global community. PS.1.A.11: Practice and modify the				Level 3 Level 3 Level 3 Level 3

		skills necessary to exhibit and maintain a positive self-concept.				
		PS.1.B.11: Identify and utilize resources to help balance family, school, work, and local community roles.				Level 3
		PS.1.C.11: Build upon activities and experiences that help the individual student become a contributing member of a global community.				Level 3
		PS. 1.A.12: Utilize the skills necessary to exhibit and maintain a life-long positive self-concept.				Level 4

		PS.1.B.12: Exhibit the ability to balance personal, family, school, community, and work roles. PS.1.C.12: Exhibit the personal characteristics of a contributing member of a diverse community.				Level 4 Level 4
2. The student will identify at least three roles he/she has at home, school, and in the community and one responsibility for each role.		PS.1.A.09 PS.1.B.09 PS.1.C.09 PS.1.A.10 PS.1.B.10 PS.1.C.10 PS.1.A.11 PS.1.B.11 PS.1.C.11 PS.1.A.12 PS.1.B.12 PS.1.C.12		W.9-10.2 W.9-10.3 W.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	P/SD A P/SD B	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4
3. The student will identify at least two ways to improve or maintain his/her self-concept.		PS.1.A.09 PS.1.B.09 PS.1.C.09 PS.1.A.10 PS.1.B.10 PS.1.C.10 PS.1.A.11 PS.1.B.11		SL. 11-12.1 SL. 11-12.4 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	P/SD A P/SD B	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 3

		PS.1.C.11 PS.1.A.12 PS.1.B.12 PS.1.C.12				Level 3 Level 4 Level 4 Level 4
4. The student will write a reflective essay addressing at least four ways of maintaining and/or his/her self-concept.		PS.1.A.09 PS.1.B.09 PS.1.C.09 PS.1.A.10 PS.1.B.10 PS.1.C.10 PS.1.A.11 PS.1.B.11 PS.1.C.11 PS.1.A.12 PS.1.B.12 PS.1.C.12		W.11-12.2 W.11-12.4 SL. 11-12.1 SL. 11-12.4 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	P/SD A P/SD B	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4

ASSESSMENT DESCRIPTIONS*:
Students will gain insight into their self-concepts by completing surveys and worksheets in order to complete an "Action Plan for Maintaining Who I Am" worksheet.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X___ Direct __X___ Indirect __X___ Experiential __X___ Independent study __X___ Interactive Instruction
1 2 3 4	See Lessons: 9th Grade Lesson 1 Juggling New Opportunities 10th Grade Lesson 2 Positive Self Talk 11th Grade Lesson 3 Assessing Self-Concept 12th Grade Lesson 4 My Action Plan
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	See Lessons: 9th Grade Lesson 1 Juggling New Opportunities 10th Grade Lesson 2 Positive Self Talk 11th Grade Lesson 3 Assessing Self-Concept 12th Grade Lesson 4 My Action Plan

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

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit 1 Title: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level: 9-12

Number of Lessons in Unit: 7 (2 lessons per grade level 9th-11th)

Time Required for each lesson: 30-45 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

9th Grade: Lesson # 1 - The Clique

Materials/Special Preparations Required

- Pens
- Pencils
- *The Clique* student handout

9th Grade: Lesson # 2 - Bursting Stereotypes

Materials/Special Preparations Required

- 2-dozen multi-colored balloons inflated
- 2-dozen paper or tag board sentence strips, 2-inches wide by 12-inches long
- Thumbtacks (optional)
- Colored pencils or markers
- Common pin (safety)

10th Grade: Lesson # 3 - Listening Exercise

Materials/Special Preparations Required

- Pens
- Pencils
- *Listening Stems* activity sheet for each pair of students

10th Grade: Lesson # 4 - Origins: A simple word game (for use in human relations trainings)

This lesson is an adaptation of a lesson from www.tolerance.org (see lesson plan).

Materials/Special Preparations Required

- Timer
- Handouts printed on two different types of colored paper
- Three judges
- *Origins: A Simple Word Game for Use In Human Relations Training* handout
- *What Do These Words or Phrases Mean* handout

11th Grade: Lesson # 5 - Using Negotiation to Settle Difficulties

Materials/Special Preparations Required

- Black/White Board or an overhead projector
- Index cards
- Pens
- Pencils
- *Negotiating Skill Components* handout

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11th Grade: Lesson # 6 - Diversity Day

Materials/Special Preparations Required

List of performers and speakers (Partners in Education is a possible reference for resources), for example:

- Flamenco dancers/guitarist
- Country Line Dancers
- Irish Dancers
- Native American Flute Player
- Multicultural Storyteller
- Brazilian Musician
- Scottish Storyteller/Bagpipe player
- Square Dancers

Performance Areas with chairs and adequate space
Signs for each location
A/V equipment as needed
Publicity
Thank-you notes

12th Grade: Lesson # 7 - Managing Conflicts

Materials/Special Preparations Required

Managing Conflicts worksheet
Alternative for Solving Conflicts handout
Pens
Pencils

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.09: Demonstrate the ability to use interpersonal skills needed to maintain quality relationships. (DOK Level - 2)
PS.2.B.09: Explore cultural identity and world views within the community. (DOK Level - 2)
PS.2.C.09: Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills. (DOK Level - 3)
PS.2.A.10: Practice interpersonal skills in order to help maintain quality relationships. (DOK Level - 3)
PS.2.B.10: Promote acceptance and respect for cultural differences within the global community. (DOK Level - 3)
PS.2.C.10: Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others. (DOK Level - 3)
PS.2.A.11: Apply interpersonal skills needed to maintain quality relationships. (DOK Level - 3)
PS.2.B.11: Exhibit respect for different cultures and points of view. (DOK Level - 4)
PS.2.C.11: Accept personal responsibility in conflict situations. (DOK Level - 4)
PS.2.A.12: Exhibit the interpersonal skills to maintain quality relationships. (DOK Level - 4)
PS.2.B.12: Advocate respect for individuals and groups. (DOK Level - 4)
PS.2.C.12: Utilize and accept personal responsibility in relationships with others. (DOK Level - 4)

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American School Counselor Association (ASCA) National Standard:

Personal Social Development

A. Students will acquire the knowledge, attitude, 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.
C. Students will understand safety and survival skills.

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

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

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) 6. Participating in formal and informal presentations and discussions of issues and ideas 7. Identifying and evaluating relationships between language and culture
	Mathematics	
X	Social Studies	2. Continuity and change in the history of Missouri, the United States and the world 5. The major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment 6. Relationships of the individual and groups to institutions and cultural traditions 7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 4. Principles of movement and physical fitness 5. Methods used to assess health, reduce risk factors, and

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		avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts 2. The principles and elements of different art forms 3. The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts 4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines 5. Visual and performing arts in historical and cultural contexts

Unit Essential Questions:

Why is it important to embrace diversity?

Unit Measurable Learning Objectives:

The student will write a reflection on his/her experience with cliques including at least two advantages and disadvantages of cliques.
The student will write a journal entry including at least two things they have learned about stereotypes and at least one action he/she can take to combat stereotypes.
The student will write a journal entry identifying a least one action he/she can take to improve communication in one of his/her relationships.
The student will write a journal entry including at least one feeling and two thoughts about stereotypical sayings.
The student will make note of the 9 negotiating skills observed during role plays by circling the observed skills on the "Negotiating Skills Components" worksheet.
The student will demonstrate at least one negotiating skill in a role play situation.
The student will complete a reflection form following the performers and speakers answering the following: I learned that ……..; I wish I……; I want to ……..; In order to learn more about the cultural traditions I will ……
The student will complete the following reflection regarding the discussion about student relationships & conflicts: What did I learn about myself during this activity? Which of the alternatives for solving conflicts would I like to try more often?

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Demonstrations; Guided & Shared)
__X__ Indirect (Problem Solving; Reflection Discussion; Writing to Inform)
__X__ Experiential (Simulations; Games; Role-playing)
__X__ Independent Study (Journals, Research Projects)
__X__ Interactive Instruction (Role-playing; Peer Partner Learning; Discussion; Problem Solving)

Unit Summative Assessment (acceptable evidence):

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Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will research their racial identity/heritage and write a short essay, poem, song, or rap on their findings and will present this information to their peers.

Brief Summary of Unit:
Standard PS2 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 other 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.

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

1. Knowledge of interpersonal skills that will help maintain quality relationships
2. Knowledge of strategies that promote acceptance and respect of others within the global community
3. An awareness of personal responsibility in conflict situations

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Unit #1 **Title:** Interacting With Others In Ways That Respect Individual and Group Differences

Lesson Title: The Clique **Lesson** 1 of 7

Grade Level: 9

Length of Lesson: 30 minutes

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.09: Demonstrate the ability to use interpersonal skills needed to maintain quality relationships
PS.2.C.09: Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills

American School Counselor Association (ASCA) National Standard:
Personal Social Development
A. Students will acquire the knowledge, attitude, 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)

Pens
Pencils
The Clique student handout

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 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 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

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X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines and notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will write a reflection on his/her experience with cliques including at least two advantages and two disadvantages of cliques.

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.

At the conclusion of the lesson, students will write a reflection on their experiences with cliques. The reflection will be a first person narrative that will include the following:

- The setting (time, place, members of the clique)
- Scenario (e.g. event describing the actions of the clique)
- Overall thoughts, feelings, and any subsequent action as a result of the event
- Advantages/Disadvantages of being a member of a clique
- Advice to younger students regarding clique membership

Lesson Preparation

Essential Questions:

What does it mean to utilize and accept personal responsibility in relationships with others?

Engagement (Hook):

Instructor will read the story *The Clique* to students. (See attachment)

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Instructor distributes the story, *The Clique*, as a referral source for students.	1. Students refer to the story as needed
2. Instructor will lead a discussion by posing the following questions: • From whose point of view is the story written? • How might the perspective of an outsider change the story? • What are the problems in the story? • Why does Joyce feel pressured by Wanda in her group? • Why did Joyce enjoy her friendship with Saundra at first? • Is it ok to want to be alone sometimes? • What is peer pressure? • Have you ever been in a similar situation? How did you handle it? • If Wanda were telling the story, what would she emphasize?	2. Students will participate in discussion.
3. Instructor directs students to write a reflection on their reaction to the story and their own experiences with cliques. (Instructor may want to use discussion questions above as prompts).	3. Students write a personal reflection on their reaction to the story and a short narrative describing their own experiences with cliques (see formative assessment for guidelines).

Teacher Follow-Up Activities

- Instructor reflects on how cliques have affected his/her life and leads discussion on how they have affected the lives of the students.
- Classroom teacher is encouraged to be aware of cliques and to address issues of exclusivity.

Counselor reflection notes (completed after the lesson)

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The Clique

Joyce has just moved to the city and feels lucky that she has found a friend, Saundra. They like to do the same things and have fun together, but each allows the other freedom to go her own way. Joyce also meets Wanda, the leader of a group of young women who seem to have a lot of fun. Joyce is accepted into the group and is swept along with Wanda and the camaraderie. Eventually, the group asks Joyce to give up her friendship with Saundra and do some things Joyce thinks are wrong. The group has planned to visit a shopping mall on Saturday and “take” a few things. When Joyce tells the others that she plans to stay home, Wanda tells her that she must go if she wants to stay in the group. What would you do if you were Joyce?

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Unit #1 **Title:** Interacting With Others In Ways That Respect Individual and Group Differences

Lesson Title: Bursting Stereotypes **Lesson** 2 of 7

Grade Level: 9

Length of Lesson: 30 - 45 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting with others in ways that respect individual and group differences.

Grade Level Expectation (GLE):
PS.2.B.09: Explore cultural identity and world views within the community

American School Counselor Association (ASCA) National Standard:
Personal Social Development

A. Students will acquire the knowledge, attitude, 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.
C. Students will understand safety and survival skills

Materials (include activity sheets and/ or supporting resources)

2-dozen multi-colored balloons inflated
2-dozen paper or tag board sentence strips, 2-inches wide by 12-inches long
Thumbtacks (optional)
Colored pencils or markers
Common pin (safety)

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises

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	6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 3. Analyze the duties and responsibilities of individuals in societies 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	7. Identifying and evaluating relationships between language and culture
	Mathematics	
X	Social Studies	2. Continuity and change in the history of Missouri, the United States and the world 6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will write a journal entry including at least two things they have learned about stereotypes and at least one action he/she can take to combat stereotypes.

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.

Ask students to write in their journals a reflection on what did they learned about “bursting stereotypes.” What actions will each individual take to continue “bursting stereotypes?”

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Lesson Preparation

Essential Question:
Why is respect for others important?

Engagement (Hook):
Walk into room popping balloons (alert other teachers so they know to expect the noise).

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
Before starting the lesson, cut paper for sentence strips (paper or tag board cut to lengths approximately 2 inches wide and 12 inches long), and inflate about two dozen small balloons. Store inflated balloons in a plastic trash bag in a closet. Or Cover a classroom bulletin board with white paper. Spread colorful balloons over the bulletin board; use thumbtacks to attach each balloon. This bulletin board is sure to arouse students' curiosity if it is left up for a couple of days prior to the activity.	
1. Divide chart paper or blackboard into two columns by drawing a vertical line down the middle of the chart, creating a two column chart. Write "man" at the top of one column and "woman" at the top of the other.	1. Have students set up a piece of writing paper in the same way as you (i.e. two columns)
2. Ask students to write words or phrases that describe the qualities or characteristics of a man or woman under the appropriate column. Give students several moments to write down their ideas. Examples: • Man – tough, don't cry, sports, breadwinner, strong, policeman, and doctor. • Woman – emotional, nurturing, weak, cries, shops, child care, nurse, and teacher.	2. Students will write the words or phrases in what they view at the appropriate column

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3. Arrange students into small groups and ask them to share their lists. Give each group two minutes per column to brainstorm additional words or phrases.	3. Students share their individual lists and brainstorm additional adjectives. A common consensus list will be developed by each team.
4. Bring the class back together to create a master list of the adjectives students used to describe men and women. Write the adjectives on the chalkboard or chart paper.	4. Each group will share its consensus list
5. Instructor asks some of the following questions: • Are you happy with the master list that we have created? Do you see any changes you would like to make to the lists? • Are there terms that do not belong under the heading they are under? Are there any terms that might fit under both headings. • Is it fair to say that all men _____ or that all women _____?	5. Students will participate in the discussion.
6. Write the word "stereotype" on the chalkboard or chart. Ask students if they know what the word means. Share with the students the dictionary definition. (Definition: Noun: an overly simple picture or opinion of a person, group, or thing. Example: It is a stereotype to say that all old people are forgetful.)	6. Students share their definitions of the meaning of stereotype.
7 Share the following phrases with students: • Men are better at math than women • All politicians are crooks • African-American men are the best basketball players. • Asian men are born to be scientists Ask students to share their reactions to the list above and the master list. What do they observe i.e.: commonalities and differences? Are the statements true? What evidence did students use to form their opinions about the lists? Is it fair to make these sweeping	7. Students participate in discussions.

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generalizations about groups of people?	
8. Send students back to their small groups and ask them to come up with additional stereotypes about people they have heard.	8. Students write down additional stereotypes.
9. Bring class back together to share ideas. Write each stereotype on a sentence strip. Examples that you may see: • Computer kids are geeky. • Young kids are noisy. • If you wear glasses you are smart. • Poor people are lazy. • Women are better cooks than men. • Boys are more athletic than girls. • Asians excel in math and science. • Blondes are dumb. • Doctors are rich. • Tall people are great basketball players. • Native Americans live on reservations. • All Americans love baseball.	9. Students share stereotypes and write each one on a sentence strip.
Bursting Stereotypes 10. Instructor produces bag of balloons. Have each student holding a sentence strip come to the front of the room and read his or her statement aloud. • Hold up a balloon as the student calls on classmates to refute the stereotype. • Once satisfied that the stereotype has been blasted, pop the balloon with common pin(s). **Or** • Instructor stands by the colorful balloon bulletin board. • Ask each student to read her or his sentence strip aloud and staple/tape it next to a balloon on the bulletin board.	10. Students will participate in activity.
11. When task is complete, lead a class discussion about each stereotype.	11. Students will participate in discussion. Following discussion students will write in their journals describing new understandings as they relate to stereotypes and changes they will make in their lives to help "burst stereotypes."

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Teacher Follow-Up Activities

The teacher might want to take a look at information about stereotypes that can be found on the Internet. Such information might be incorporated in future lessons or discussions.

Counselor reflection notes (completed after the lesson)

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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: : Interacting With Others in Ways That Respect Individual and Group Differences PS2 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 other 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.	**SUGGESTED UNIT TIMELINE:** 7 Lessons (grades 9-12) **CLASS PERIOD (min.):** 30 – 45 minutes each
ESSENTIAL QUESTIONS: 1. Why is it important to embrace diversity?	

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 on his/her experience with cliques including at least two advantages and disadvantages of cliques.		PS.2.A.09: Demonstrate the ability to use interpersonal skills needed to maintain quality relationships. PS.2.B.09: Explore cultural identity and world views within the community. PS.2.C.09: Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills.		W.9-10.1 W.9-10.2 W.9-10.3 W.9-10.4 SL9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.5	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others. P/SD B. Students will make decisions, set goals and take necessary action to achieve goals. P/SD C.	Level 2 Level 2 Level 3

		PS.2.A.10: Practice interpersonal skills in order to help maintain quality relationships.			Students will understand safety and survival skills.	Level 3
		PS.2.B.10: Promote acceptance and respect for cultural differences within the global community.				Level 3
		PS.2.C.10: Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others.				Level 3
		PS.2.A.11: Apply interpersonal skills needed to maintain quality relationships.				Level 3
		PS.2.B.11: Exhibit respect for different cultures and points of view.				Level 4

		PS.2.C.11: Accept personal responsibility in conflict situations. PS.2.A.12: Exhibit the interpersonal skills to maintain quality relationships. PS.2.B.12 Advocate respect for individuals and groups. PS.2.C.12: Utilize and accept personal responsibility in relationships with others.				Level 4 Level 4 Level 4 Level 4
2. The student will write a journal entry including at least two things they have learned about stereotypes and at least one action he/she can take to combat stereotypes.		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10. PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		W.9-10.2 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4

3. The student will write a journal entry identifying a least one action he/she can take to improve communication in one of his/her relationships.		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10 PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		W.9-10.2 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4
4. The student will write a journal entry including at least one feeling and two thoughts about stereotypical sayings.		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10 PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		W.9-10.2 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4
5. The student will make note of the 9 negotiating skills observed during role plays by circling the observed skills on the "Negotiating Skills Components" worksheet.		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10 PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12. PS.2.C.12.		SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.5	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4
6. The student will demonstrate at least one negotiating skill in a role play situation.		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10		W.11-12.3 SL.11-12.1 L.11-12.1 L.11-12.2	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3

		PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		L.11-12.3 L.11-12.5		Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4
7. The student will complete a reflection form following the performers and speakers answering the following: I learned that ……..; I wish I……; I want to ……..; In order to learn more about the cultural traditions I will ……		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10 PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		W.11-12.1 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.10 SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4
8. The student will complete the following reflection regarding the discussion about student relationships & conflicts: What did I learn about myself during this activity? Which of the alternatives for solving conflicts would I like to try more often?		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10 PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		W.11-12.3 SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.5	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4

ASSESSMENT DESCRIPTIONS*:
Students will research their racial identity/heritage and write a short essay, poem, song, or rap on their findings and will present this information to their peers.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X___ Direct __X___ Indirect __X___ Experiential __X___ Independent study

	__X___ Interactive Instruction
1 2 3 4 5 6 7 8	See Lessons: 9th Grade: Lesson 1 - The Clique 9th Grade: Lesson 2 - Bursting Stereotypes 10th Grade: Lesson 3 - Listening Exercise 10th Grade: Lesson 4 - Origins: A simple word game (for use in human relations trainings) 11th Grade: Lesson 5 - Using Negotiation to Settle Difficulties 11th Grade: Lesson 6 - Diversity Day 12th Grade: Lesson 7 - Managing Conflicts
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4 5 6 7 8	See Lessons: 9th Grade: Lesson 1 - The Clique 9th Grade: Lesson 2 - Bursting Stereotypes 10th Grade: Lesson 3 - Listening Exercise 10th Grade: Lesson 4 - Origins: A simple word game (for use in human relations trainings) 11th Grade: Lesson 5 - Using Negotiation to Settle Difficulties 11th Grade: Lesson 6 - Diversity Day 12th Grade: Lesson 7 - Managing Conflicts

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions ___X___ Demonstrations Ls 5, 6 ___X___ Guided & Shared - reading, listening, viewing, thinking Ls 4	___X___ Problem Solving Ls 5, 6, 7 _____ Case Studies _____ Reading for Meaning _____ Inquiry ___X___ Reflective Discussion Ls 2, 4 ___X___ Writing to Inform Ls 8 _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments ___X__ Simulations Ls 1,3 ___X___ Games Ls 4 _____ Storytelling _____ Focused Imaging _____ Field Observations ___X___ Role-playing Ls 5 _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction ___X___ Journals Ls 1, 2, 3, 4 _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework ___X___ Research Projects Ls 8 _____ Assigned Questions _____ Learning Centers	_____ Debates ___X___ Role Playing Ls 5 _____ Panels _____ Brainstorming ___X___ Peer Partner Learning Ls 3 ___X___ Discussion Ls 3, 4, 5, 6, 7 _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw ___X___ Problem Solving Ls 5, 6, 7 _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit #1 Title: Personal Safety Skills and Coping Strategies **Grade Level:** 9-12

Number of Lessons in Unit: 5 (2-9th grade lessons; 1 lesson each for 10th -12th grades)

Time Required for each lesson: 45-50 minutes

Best time of year to implement this Unit: Fall and/or Spring Semester

Lesson Titles:

9th Grade Lesson # 1: Safe and Healthy Life Choices (Part I)
Materials/Special Preparations Required:
Safe & Healthy Choices worksheet
List of local resources (e.g. Rape and Abuse Crisis Center, Alateen, etc.)

9th Grade Lesson # 2:Safe and Healthy Choices (Part II)
Materials/Special Preparation Required
Video Presentation or Presenter about making healthy choices
Presentation Review Assessment worksheet

10th Grade Lesson 3: Risk Taking Behaviors
Materials/Special Preparations Required
Video Presentation or Presenter about making healthy choices
Presentation Review Assessment worksheet

11th Grade Lesson # 4: Fatal Accident
Materials/Special Preparations Required
Docudrama or program provided by community emergency resources (e.g. highway patrol, police, fire department, hospital, etc)
Presentation Review Assessment worksheet
Presenters (e.g. highway patrolman, fireman, policeman, ambulance attendant, etc.)

12th Grade Lesson # 5: Community Wellness Fair
Materials/Special Preparations Required
List of community health and safety agencies
Envelopes and school letterhead
Thank-you notes
Tables
Chairs
Sign for each table to represent agency in attendance
Audio-visual equipment, as needed
Flyers announcing Wellness Fair
Hospitality Room with snacks for exhibitors
Newspaper article to promote community involvement
Wellness Fair Assessment worksheet

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Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectations (GLEs):
PS.3.A.09: Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices. (DOK Level - 2)
PS.3.A.10: Utilize decision-making skills to evaluate risk-taking behavior. (DOK Level - 3)
PS.3.A.11: Analyze the impact of personal decisions on the safety and health of self and others. (DOK Level - 4)
PS.3.A.12: Utilize decision-making skills to make safe and healthy life choices. (DOK Level - 4)
PS.3.B.09: Identify and utilize resources available to address personal safety issues. (DOK Level - 2)
PS.3.B.10: Evaluate and review resources that address personal safety issues. (DOK Level - 3)
PS.3.B.11: Demonstrate skills that reinforce a safe environment for all students. (DOK Level - 4)
PS.3.B.12: Advocate for the personal safety of self and others. (DOK Level - 4)
PS.3.C.09: Identify resources to help individuals cope with life changes or events. (DOK Level - 2)
PS.3.C.10: Analyze and refine individual coping skills to manage life-changing events. (DOK Level - 3)
PS.3.C.11: Apply individual coping skills to manage life-changing events. (DOK Level - 3)
PS.3.C.12: Exhibit coping skills to manage life-changing events. (DOK Level - 4)

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

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

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

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
X	Mathematics	3. Data analysis, probability and statistic
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
X	Science	2. Properties and principles of force and motion 3. Characteristics and interactions of living organisms. 8. Impact of science, technology and human activity on

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		resources and the environment.
X	Health/Physical Education	1. Structures of, functions of, and relationships among human body systems. 3. Diseases and methods for prevention, treatment and control. 5.Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations.
	Fine Arts	

Unit Essential Questions:

How do safe and healthy choices affect our lives?

Unit Measurable Learning Objectives:

The student will identify 5 safe and healthy (or unsafe and unhealthy) choices in high school and list at least two factors that influence his/her decision to make healthy (or unhealthy) choices.
The student will view and evaluate a presentation on healthy choices and write three related questions or thoughts he/she would like to explore further.
The student will view and evaluate a presentation on the dangers of risky behavior and write three related questions to explore.
The student will participate in and evaluate a presentation from an emergency response agency and write three related thoughts to explore.
The student will participate in the planning of – and/or involvement in – a wellness fair.

Unit Instructional Strategies/Instructional Activities:

__X_ Direct (Lecture; Explicit Teaching; Demonstrations)
____ Indirect
__X_ Experiential (Simulations)
__X Independent Study (Learning Centers)
__X Interactive Instruction (Discussion; Interviewing; Conferencing)

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.
Through simulation, students will demonstrate problem-solving and decision-making skills and advocate for healthy life choices.
Students will demonstrate positive coping skills in managing life events by utilization of community resources.

Brief Summary of Unit:
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 wellbeing, or when a life situation requires a new way of coping.

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

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Problem solving steps, and decision-making and refusal skills.

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Unit #1 Title: Personal Safety Skills and Coping Strategies

Lesson Title: Safe and Healthy Life Choices (Part I) **Lesson #** 1 of 5

Grade Level: 9

Length of Lesson: 45-50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectations (GLEs):
PS.3.A.09: Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices.
PS.3.B.09: Identify and utilize resources available to address personal safety issues.
PS.3.C.09: Identify resources to help individuals cope with life changes or events.

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

Materials (include activity sheets and/ or supporting resources)

List of local resources (e.g. Rape and Abuse Crisis Center), Alateen, etc.
Safe & Healthy Choices worksheet

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

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

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
X	Health/Physical Education	7. Responses to emergency situations
	Fine Arts	

Enduring Life Skill(s)

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

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Lesson Measurable Learning Objectives:

The student will identify 5 safe and healthy (or unsafe/unhealthy) choices in high school and list at least two factors that influence his/her decision to make healthy (or unhealthy) choices.

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 analyze and assess life-changing events through a series of written questions.

Lesson Preparation

Essential Questions:

How do safe and healthy choices affect our lives?
Why is it hard to say no?

Engagement (Hook):

Your best friend just told you he/she is thinking about suicide. What do you do?
Where do you get help?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Hand out *Safe and Healthy Life Choices* worksheet.	1. Students will complete the worksheet individually.
2. Upon completion, counselor will facilitate discussion of responses.	2. Students will discuss responses in small groups and with the whole class.
3. Review and provide resource materials from local agencies.	3. Students will receive information on local resources. In groups of 5-6, students will identify contact persons for the resources, which are available in the community.

Teacher Follow-Up Activities

Teacher will refer student to appropriate resources with student concerns.

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Counselor reflection notes (completed after the lesson)

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Safe & Healthy Choices

1. Five choices that can lead to safe and healthy – or to unsafe and unhealthy – decisions my peers and I will face in high school are:

2. Factors, which influence my decision to make healthy or unhealthy life choices, include the following:

3. What life changing events may occur in my life or in the lives of my peers?

4. Where can I receive assistance to help with specific life changing events?

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Unit 1 Title: Personal Safety Skills and Coping Strategies

Lesson Title: Safe and Healthy Life Choices (Part II)

Lesson # 2 of 5 (This lesson is a continuation of 9th Grade Lesson 1)

Grade Level: 9

Length of Lesson: 45-50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectations (GLEs):
PS.3.A.09: Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices.
PS.3.B.09: Identify and utilize resources available to address personal safety issues.
PS.3.C.09: Identify resources that can help manage life changes or events.

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

Materials (include activity sheets and/ or supporting resources)

Video or Speaker about healthy choices
Presentation Review Assessment worksheet

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

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

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
X	Health/Physical Education	5.Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations.
	Fine Arts	

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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 view and evaluate a presentation on healthy choices and write three related questions or thoughts he/she would like to further explore.

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 utilize, evaluate, review, and refine decision-making skills regarding dangerous risk-taking behaviors; address personal/safety issues; and address management of life-changing events through viewing presentations, discussions, and written assessment.

Lesson Preparation

Essential Questions:

How do safe and healthy life choices affect our lives?

How is the knowledge of available resources used to manage life-changing events?

Engagement (Hook):

You have just taken a sip of your father's cocktail. Are you at risk?

A friend wants you to "try" marijuana with him. Are you at risk?

Procedures

Instructor Procedures/Instructional Strategies:	**Instructor Procedures/Instructional Strategies:**
1. The counselor introduces presenter or video.	1. Students listen to introduction of presenter or video and write questions they have or hope to answer through the presentation.
2. Presenter informs students about the topic, or video is shown.	2. Students will listen to presentation – or watch video – and and take notes.
3. Counselor will facilitate follow-up discussion.	3. Students will participate in discussion in small groups.
4. Counselor will distribute worksheets.	4. Students will complete worksheet.

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Teacher Follow-Up Activities

Teacher will inform counselor if student appears to be in need of assistance through appropriate resources.

Counselor reflection notes (completed after the lesson)

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Presentation Review Assessment

(Circle yes or no)

Yes No 1. I can identify risk-taking behaviors.

Yes No 2. I have been involved in a risk-taking behavior.

Yes No 3. I know where to find resources to assist with personal safety issues.

Yes No 4. I know how to assist others in finding resources for life-changing events.

Yes No 5. Today's program was helpful in addressing personal safety.

Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about …

-
-
-

Presentation Review Assessment

(Circle yes or no)

Yes No 1. I can identify risk-taking behaviors.

Yes No 2. I have been involved in a risk-taking behavior.

Yes No 3. I know where to find resources to assist with personal safety issues.

Yes No 4. I know how to assist others in finding resources for life-changing events.

Yes No 5. Today's program was helpful in addressing personal safety.

Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about …

-
-
-
-

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Course Description:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: Personal Safety Skills and Coping Strategies 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, or when a life situation requires a new way of coping.	**SUGGESTED UNIT TIMELINE:** 5 Lessons **CLASS PERIOD (min.):** 45 - 50 minutes each

ESSENTIAL QUESTIONS:
1. How do safe and healthy choices affect our lives?

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 5 safe and healthy (or unsafe and unhealthy) choices in high school and list at least two factors that influence his/her decision to make healthy (or unhealthy) choices.		PS.3.A.09: Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices. PS.3.A.10: Utilize decision-making skills to evaluate risk-taking behavior. PS.3.A.11: Analyze the impact of personal decisions on the safety and health of self and others PS.3.A.12: Utilize decision-making skills to make safe and healthy life choices. PS.3.B.09: Identify and utilize resources			P/S D C: Students will understand safety and survival skills	Level 2 Level 3 Level 4 Level 4 Level 2

		available to address personal safety issues. PS.3.B.10: Evaluate and review resources that address personal safety issues. PS.3.B.11: Demonstrate skills that reinforce a safe environment for all students. PS.3.B.12: Advocate for the personal safety of self and others. PS.3.C.09: Identify resources to help individuals cope with life changes or events. PS.3.C.10: Analyze and refine individual coping skills to manage life-changing events. PS.3.C.11: Apply individual coping skills to manage life-changing events. PS.3.C.12: Exhibit coping skills to manage life-changing events.				Level 3 Level 4 Level 4 Level 2 Level 3 Level 3 Level 4

2. The student will view and evaluate a presentation on healthy choices and write three related questions or thoughts he/she would like to further explore.		PS.3.A.09 PS.3.A.10 PS.3.A.11 PS.3.A.12 PS.3.B.09 PS.3.B.10 PS.3.B.11 PS.3.B 12 PS.3.C.09 PS.3.C.10 PS.3.C.11 PS.3.C.12			P/S D C	Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 3 Level 4
3. The student will view and evaluate a presentation on the dangers of risky behavior and write three related questions to explore.		PS.3.A.09 PS.3.A.10 PS.3.A.11 PS.3.A.12 PS.3.B.09 PS.3.B.10 PS.3.B.11 Ps .3.B 12 PS.3.C.09 PS.3.C.10 PS.3.C.11 PS.3.C.12			P/S D C	Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 3 Level 4

4. The student will participate in and evaluate a presentation from an emergency response agency and write three related thoughts to explore.		PS.3.A.09 PS.3.A.10 PS.3.A.11 PS.3.A.12 PS.3.B.09 PS.3.B.10 PS.3.B.11 Ps .3.B.12 PS.3.C.09 PS.3.C.10 PS.3.C.11 PS.3.C.12			P/S D C	Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 3 Level 4
5. The student will participate in the planning of – and/or involvement in – a wellness fair.		PS.3.A.09 PS.3.A.10 PS.3.A.11 PS.3.A.12 PS.3.B.09 PS.3.B.10 PS.3.B.11 PS.3.B 12 PS.3.C.09 PS.3.C.10 PS.3.C.11 PS.3.C.12			P/S D C	Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 3 Level 4

ASSESSMENT DESCRIPTIONS:

Through simulation students will demonstrate problem solving and decision making skills and advocate for healthy life choices.
Students will demonstrate positive coping skills in managing life events by utilization of community resources.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X_ Direct _____ Indirect

	__X__Experiential __X__Independent study __X__Interactive Instruction
1 2 3 4 5	See Lessons: Lesson #1: Safe and Healthy Life Choices (Part 1) Lesson #2: Safe and Healthy Life Choices (Part 2) Lesson #3: Risk Taking Behaviors Lesson #4: Fatal Accident Lesson #5: Community Wellness Fair
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4 5	See Lessons: Lesson #1: Safe and Healthy Life Choices (Part 1) Lesson #2: Safe and Healthy Life Choices (Part 2) Lesson #3: Risk Taking Behaviors Lesson #4: Fatal Accident Lesson #5: Community Wellness Fair

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview __X___ Lecture (Ls. 1, 2, 3) __X___ Explicit Teaching (Ls. 1, 2, 3) _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions __X___Demonstrations (Ls. 4) _____ Guided & Shared - reading, listening, viewing, thinking	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments ___X__ Simulations (Ls.4) _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions ___5___Learning Centers (Ls. 5)	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning ___X__Discussion (Ls. 1) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups ___X__ Interviewing (Ls. 5) ___X__ Conferencing (Ls. 5)

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: Learning for Life **Grade Level:** 9-12

Number of Lessons in Unit: 6 (2 lessons each for grades 9, 10; 1 lesson each for grades 11, 12)

Time Required for each lesson: 1 to 2 class periods

Best time of year to implement this unit: Beginning of school year

Lesson Titles:

9th Grade Lesson 1: Study Skills Workshop

Materials/Special Preparations Required:

Personal Study Skills and Habit Review Survey

Study Skills Tip Sheet

MSCA Pointers for Students - Searching for Solutions: Improving Student Study Skills Call the Missouri School Counselor Association 1-800-264-6722 or email at msca@mvp.net for copies

9th Grade Lesson 2: Making Your Own Master Calendar

Materials/Special Preparations Required:

School year calendar

Optional - Blank Calendar

10th Grade Lesson 3: Strategies for Taking Standardized Timed Tests

Materials/Special Preparations Required:

Individual student reports from standardized tests

PLAN PowerPoint presentation

PSAT/NMSQT DVD presentation

(The *PLAN* PowerPoint may be downloaded from www.act.org/plan.index.html Information over the *PSAT* DVD presentation may found at www.collegeboard.com. Test Prep information may be downloaded from either website.)

10th Grade Lesson 4: Prioritizing Time

Materials/Special Preparations Required:

Student Planners/Calendars

Index cards

11th Grade Lesson 5: Progressing Toward Graduation

Materials/Special Preparations Required:

Personal Plans of Study and credit checks

12th Grade Lesson 6: Self-assessment of Self-Management, Study and Test-Taking Skills

Materials/Special Preparations Required:

AD4 Grades 9-12 Summative Self-Evaluation: Parts 1, 2, & 3

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Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying skills needed for educational achievement.

Grade Level Expectations (GLEs):

AD.4.A.09: Review and build upon educational skills necessary to progress toward life-long learning goals.(DOK - 3)
AD.4.B.09: Review and build upon a self-management system and adjust to increased academic demands. (DOK - 4)
AD.4.A.10: Assess and apply educational skills necessary to progress toward individual life-long learning goals.(DOK - 4)
AD.4.B.10: Assess and apply a self-management system to meet increased academic demands. (DOK - 4)
AD.4.A.11: Consistently utilize educational skills necessary to progress toward individual life-long learning goals. (DOK - 4)
AD.4.B.11: Consistently utilize a self-management system and adjust to increased academic demands. (DOK – 4)
AD.4.A.12: Achieve educational levels necessary to teach, maintain, and continue with individual life-long learning goals. (DOK - 4)
AD.4.B12: Exhibit self-management skills necessary for educational achievement. (DOK - 2)

American School Counselor Association (ASCA) National Standards:
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 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems

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	4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet 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 (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	3. Data analysis, probability and statistics 6. Discrete mathematics (such as graph theory, counting techniques, matrices)
X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
X	Science	7. Processes of scientific inquiry (such as formulating and testing hypotheses)
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How do people develop habits?

Unit Measurable Learning Objectives:

The student will evaluate personal study skills, using the *Personal Study Skills and Habits Review Survey* and *Study Skills Tip Sheet.*
The student will identify at least one study skill habit, which he/she views as a personal strength.
The student also will identify at least one study skill habit to improve upon in order to reach his/her goals.
The student will complete a personal master calendar for the current school year.
Using standardized test score reports, the student will evaluate personal academic strengths and weaknesses.
The student will list at least three ways he/she will use test information to improve academic skills and standardized test scores.
The student will apply the concept of time management by identifying his/her top four priorities/commitments; creating list of priorities/commitments; and identifying strategies for making sure priorities/commitments are scheduled.

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The student will compose a paragraph in which he/she identifies the post-secondary option he/she intends to pursue and identifies the steps needed to attain that goal.
The students will adjust high school planning to conform to post-secondary goals.
The student will write a personal essay in which he/she will consider and analyze the skills he/she has developed during his/her school experience to help him/her be a life-long learner.
The student will review and evaluate his/her *Personal Plan of Study* and credit check to ensure progression toward meeting graduation requirements and post-secondary goals.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Structured Overview, Compare & Contrast, Demonstrations)
_X_ Indirect (Problem-Solving, Inquiry, Reflective Discussion, Writing to Inform, Concept Attainment)
_X_ Experiential (Role-Playing, Surveys)
_X_ Independent Study (Essays)
_X_ Interactive Instruction (Role-Playing, Discussion, Think/Pair/Share, Problem-Solving)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The 3-part summative evaluation for the "Learning for Life" Unit is conducted in the 12th grade. The assessment is a culmination of the work that students have completed in prior grades and encourages students to reflect and project regarding the knowledge and skills required to successfully achieve their goals and continue as life-long learners. This evaluation is located at the end of the 12th grade lesson.

Brief Summary of Unit:
This unit will continue to develop and evaluate students' self-management, study and test-taking skills that they have obtained during their educational career. These skills will enable them to become life-long learners.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
It will be important for the students to be familiar with self-management, goal-setting, study and test-taking skills. They will need the ability for apply self-assessment processes.

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Unit #1 Title: Learning for Life

Lesson Title: Study Skills Workshop **Lesson:** 1 of 6

Grade Level: 9

Length of Lesson: 2 class periods

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying skills needed for educational achievement

Grade Level Expectation (GLE):
AD.4.A.09: Review and build upon educational skills necessary to progress toward life-long learning goals.

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

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

Materials (include activity sheets and/ or supporting resources)

Personal Study Skills and Habits Review Survey
Study Skills Tip Sheet
*MSCA Pointers for Students - Searching for Solutions: Improving Student Study-Skills (*Found at www.moschoolcounselor.org\publication_resources\pointer_for_parents or call the Missouri School Counselor Association 1-800-264-6722 or email *msca@mvp.net* for copies.)

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 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
	Goal 4: Make decisions and act as responsible members of society

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

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

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X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	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 evaluate personal study skills, using the *Personal Study Skills and Habits Review Survey* and *Study Skills Tip Sheet*. The student will identify at least one study skill habit which he/she views as personal strength(s). The student will also identify at least one study skill habit to improve upon in order to reach his/her goals.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Assessment for this lesson will be through observation of individual student participation in class discussions. The counselor will monitor the quantity and quality of contributions of individuals. The counselor may choose to collect student checklists to identify individuals that need assistance with specific study-skill strategies.

Lesson Preparation

Essential Questions:
Do personal habits influence study habits?
What are my strongest study-skill strategies?
What study-skill strategies do I need to improve in order to be successful in high school?

Engagement (Hook):
Discussion of personal habits, both effective and ineffective. Transition this into a discussion of ways personal habits influence the development of effective study habits.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will begin the class with the question, “What is a habit?” This question may be placed on an overhead, chalkboard or asked verbally. This will lead to a discussion about habits both positive and negative. The counselor will need to keep the discussions about positive and negative habits appropriate.	1. Students will respond with their definition of a habit. Students will also offer examples of both positive and negative habits.

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2. Counselor will transition this discussion into personal study-skills habits/strategies. The counselor will ask, "Do you use study-skills habits?" Allow for the students to give responses and place those responses on an overhead or chalkboard; facilitate a brief discussion about how these habits/strategies were developed and/or learned.	2. Students will tell a partner about the study-skill habits/strategies they developed before coming to high school. (Variation: In groups of 4 or 5, students will create "posters" depicting study skills that have been helpful in their prior learning situations)
3. The counselor will then pass out the *Personal Study Skills* and *Habits Review Survey*. Allow time for the students to complete both the survey and the questions at the end of the survey.	3. Students will complete the *Personal Study Skills and Habits Review Survey* and answer the questions at the end of the survey.
4. After the students have completed the survey and questions, facilitate a class discussion about the study-skills habits students consider to be their strongest and the study-skill habits students consider to be their weakest. (**NOTE:** This may need to be the start of the second day)	4. Students will participate in the class discussion and offer personal insights as to their strong study-skill habits and ones they may need to improve in order to achieve their goals.
5. Pass out the *Study Skills Tip Sheet*" to all students. The counselor will go over the tips sheet with the students. He or she will explain that these tips along with the study-skill habits they are already using will help them be successful in high school. It should also be noted that weaker study-skills habits can be developed to be more successful. The counselor will instruct students to read *Study Skills Tip Sheet* and highlight, underline or circle tips they will implement in order to successfully achieve their goals in high school.	5. Students should read over the *Study Skills Tip Sheet* and identify the tips they will begin using.
6. The counselor may choose to collect the student's survey sheet. These surveys may be used to identify students who need individual or small group sessions to strengthen positive study-skills habits. The completed surveys will be maintained in	6. Students will turn in their survey sheets to the counselor.

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students' portfolios (or other storage system).	

Teacher Follow-Up Activities

A possible follow-up activity for the classroom teacher would be to choose one study-skill habit/strategy that a majority of students indicated as "weak" and implement that strategy in the classroom. The classroom teacher could spend some time teaching that study-skill habit to the students in his/her classroom.

Another possible classroom follow-up activity would be to have a question on the next test that asks the students to list the study-skill habits/strategies that they used to prepare themselves for the test. They could also have a classroom discussion while going over the test that would include how students studied for the test and identify the habits that provided the best test results.

An additional possible follow-up activity would be for the classroom teachers to introduce a new study-skills habit/strategy at the beginning of each unit. The classroom teacher could stress the importance of using the new habit/strategy as well as others to study and review materials for the unit test.

Counselor reflection notes (completed after the lesson)

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Personal Study Skills and Habits
Review Survey

Name: _____ Grade: _____ Date: _____

DIRECTIONS: Read each question about your personal study skills and habits. Rate yourself and check the appropriate box. Answer the three questions after the survey using complete sentences.

Question	Yes	Sometimes	No
1. Do you have a regular time to study?			
2. Do you have a regular place to study?			
3. Do you try to study when you are alert / rested?			
4. Do you begin the study of a topic by quickly glancing over the topic to see what it is about?			
5. Do you think through or process information instead of just reading it?			
6. Do you concentrate fully when you are studying?			
7. Do you express in your own words what the author is saying?			
8. Do you review material/information of each subject that you have studied from previous days?			
9. Do you take meaningful/useful notes over what the teacher says in class?			
10. Do you put notes in an outline form as soon as possible after taking them?			
11. When reviewing your notes do you have enough details to remember what the topic was about?			
12. During lectures, do you look and listen to the teacher?			
13. Do you think about what the teacher is saying as well as listening to what he or she is saying?			
14. Do you think about ways the subject you are studying may be helpful to you later in life?			
15. When you are reading do you keep in mind the overall idea, topic or story?			
16. Do you believe that in addition to learning the details of a subject it is important to know the overall idea as well?			
17. Do you deliberately prepare yourself for participation in class discussions?			
18. Do you deliberately prepare yourself for open-note quizzes or tests?			
19. Do you think through the meaning of test questions before you answer them?			
20. Do you write all homework assignments, tests and projects in your planner to remind yourself what is due?			

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Review your survey responses, then answer the following questions.

1. Do you think your study-skills habits/strategies are helping you be academically successful? Why or why not?

_____

_____

_____

_____

_____

2. Please describe your most successful study-skill habit/strategy. Please include where you learned it and how it helps you.

_____

_____

_____

_____

_____

3. After reviewing your responses to the Study Habits Survey, which habits/strategies do you need to improve in order to successfully achieve your goals in high school?

_____

_____

_____

_____

_____

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Study Skills Tip Sheet

Name: _____ Grade: _____ Date: _____

General Study-Skill Tips:

1. Set up a daily time and place to study.
2. Write down homework assignments, tests and project along with due dates.
3. Review your notes and handouts on a daily basis.
4. Begin intensive test preparation. Study everyday as if you have a test the next day.
5. Always look for new study-skills habits/strategies that may work for you!

Note-Taking Tips:

Good note-taking habits can improve your ability to learn and shorten the time needed to prepare for a test!

1. Listen carefully to the teacher.
2. Always write down things the teacher:
   a. Writes on the board or overhead.
   b. Says are important to remember.
   c. Says over and over and over again.
3. Take your notes in outline form and write clearly!
4. Always put examples, page numbers or reminders next to your notes.
5. Leave room on your paper to expand or add to your notes after class.
6. Read over your notes as soon as possible after class.

Textbook Reading Tips:

Being able to read for content and take notes out of your textbook will allow for you to better understand big ideas and the vocabulary of the unit you are studying.

1. Get the "Big Picture" first. This means glancing through the chapter headings and subheadings.
2. Skim pages if you are looking for a general idea.
3. Read slowly if you are looking for details.
4. Read the summary paragraphs at the end of each section or chapter to get the general idea.
5. Use the SQ3R system (this system is best used over a period of a few days):
   a. Skim: Skim the chapter before reading it. Be sure to pay attention to all pictures, charts, and diagrams.
   b. Question: After skimming the chapter, write down two or three questions about the chapter or section.
   c. Read: Read the chapter carefully while taking outline notes of what you are reading.
   d. Review: Review your notes and use them to answer the questions you developed after you skimmed the chapter ("b" above).
   e. Recite: Quiz yourself over the main concepts of the chapter.

Test-Taking Tips:

Using these tips will help you be more confident when taking your test and will help alleviate symptoms of test anxiety.

1. Before the test:
   a. Have several study sessions prior to the test day.

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b. Do not cram the night before!
c. Anticipate/predict test questions. Creating a practice test can help with this.
d. Complete any review sheets a teacher gives you.
e. Review all notes, outlines, note cards, quizzes and/or review sheets for the current test materials.
f. Take a deep breath before entering the classroom and tell yourself that you will do well because you have prepared well.

2. During the test:
   a. Relax and take slow deep breaths if you need to calm yourself down.
   b. Look over the entire test first.
   c. Manage your time so that you are able to complete all sections.
   d. Read all directions very carefully.
   e. Answer questions you know first.
   f. Circle questions you can't answer; go back and answer them last.
   g. Review all your answers before turning in your test.

3. After the test:
   a. Read any comments made by your teacher.
   b. Correct any wrong answers so you can use the test as a way to learn more about a subject…AND to study for finals.
   c. Talk with your teacher if you have any questions about an answer.

<u>Short Hand Tips:</u>
Developing a short hand or abbreviation system will allow you to take notes in less time.

1. Abbreviate words by:
   a. Dropping middle letters such as "cont'd" (continued).
   b. Dropping endings of words such as *"Oct." (October).*
2. Use common symbols such as:
   a. i.e. -- for "that is"
   b. e.g. -- for "for example"
   c. w/ -- for "with"
   d. w/o -- for *"without"*
3. Develop your own common symbols for words that you use frequently in note taking.

<u>Tips for Keeping Focused while Studying</u>:
Keeping your body healthy and alert will make studying much easier and allow you to retain more information.

1. Take a short break. Get up and do something after studying for long periods of time. Stretch, take a walk, or get something to eat or drink.
2. After your break, go back to studying. Review your notes to get a fresh start on your subject.
3. Get plenty of sleep.
4. Eat a balanced diet.
5. Exercise regularly.
6. Take time out for fun!

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Unit 1 Title: Learning for Life

Lesson Title: Making Your Own Master Calendar **Lesson:** Lesson 2 of 6

Grade Level: 9

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying skills needed for educational achievement

Grade Level Expectation (GLE):
AD.4.B.09: Review and build upon educational skills necessary to progress toward life-ling learning goals.

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

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

Materials (include activity sheets and/ or supporting resources)

Provide students with a school year calendar. (Students may already have one in their school planner.)
Students may also make their own school year calendar by dividing paper into the 9 different months.

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 4. Use technological tools and other resources to locate, select and organize information
	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 4. Evaluate the processes used in recognizing and solving problems
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)

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	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will complete a personal master calendar for the current school year.

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.
Completed Personal Master Calendar for the present school year.

Lesson Preparation

Essential Questions:
How do I spend my time?

Engagement (Hook): Make up a high school announcement sheet with several time conflicts for activities. Discuss the time demands that each student has such as: homework, activities, family, friends, and chores.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Read announcements (real or fake), or have coaches/activity advisors interrupt and make announcements during the class.	1. Listen.
2. Ask students the steps they follow to plan their time.	2. Volunteers discuss how they plan their time.
3. Go over the school calendar with the class. Have students put their birthdays and other important dates on their calendars.	3. Students will write important dates on their calendars (end of quarters, special events).
4. Have school activity schedules available and share information with the students.	4. Students add information that is important to them.
5. Ask students to write dates important to them on their calendars.	5. Students continue to fill out calendars.

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6. Discuss how conflicts may occur and how to avoid them.	6. Participate in a group discussion about conflicts and priorities.

Teacher Follow-Up Activities

At the beginning of each month ask the teacher to review calendars with students, or have students take out their Personal Master Calendars when announcements are read.

Counselor reflection notes (completed after the lesson)

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Academic Development

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

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

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

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

UNIT DESCRIPTION: Learning for Life This unit will continue to develop and evaluate students' self-management, study and test-taking skills that they have obtained during their educational career. These skills will enable them to become life-long learners.	**SUGGESTED UNIT TIMELINE:** 6 (2 lessons each for grades 9, 10; 1 lesson each for grades 11, 12) **CLASS PERIOD (min.):** 1 to 2 class periods

ESSENTIAL QUESTIONS:

1. How do people develop habits?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will evaluate personal study skills, using the *Personal Study Skills and Habits Review Survey* and *Study Skills Tip Sheet.*		AD.4.A.09: Review and build upon educational skills necessary to progress toward life-long learning goals. AD.4.B.09: Review and build upon a self-management system and adjust to increased academic demands. AD.4.A.10: Assess and apply educational skills necessary to progress toward individual life-long learning goals. AD.4.B.10: Assess and apply a self-management system to meet increased academic demands.		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK 3 DOK 4 DOK – 4 DOK - 4

		AD.4.A.11: Consistently utilize educational skills necessary to progress toward individual life-long learning goals. AD.4.B.11: Consistently utilize a self-management system and adjust to increased academic demands. AD.4.A.12: Achieve educational levels necessary to teach, maintain, and continue with individual life-long learning goals. AD.4.B12: Exhibit self-management skills necessary for educational achievement.				DOK – 4 DOK – 4 DOK – 4 DOK - 2
2. The student will identify at least one study skill habit, which he/she views as a personal strength.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11 AD.4.A.12 AD.4.B12		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4 DOK – 4 DOK – 4 DOK – 4 DOK - 2
3. The student also will identify at least one study skill habit to improve upon in order to reach his/her goals.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4 DOK – 4 DOK – 4

		AD.4.A.12 AD.4.B12		L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6		DOK – 4 DOK - 2
4. The student will complete a personal master calendar for the current school year.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11 AD.4.A.12 AD.4.B12		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4 DOK – 4 DOK – 4 DOK – 4 DOK - 2
5. Using standardized test score reports, the student will evaluate personal academic strengths and weaknesses.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11 AD.4.A.12 AD.4.B12		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4 DOK – 4 DOK – 4 DOK – 4 DOK - 2
6. The student will list at least three ways he/she will use test information to improve academic skills and standardized test scores.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11 AD.4.A12 AD.4.B12		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4 DOK – 4 DOK – 4 DOK – 4 DOK - 2
7. The student will apply the concept of self-management by identifying his/her top four priorities/commitments; creating list of priorities/commitments; and identifying strategies for making sure priorities/commitments are scheduled.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11 AD.4.A.12 AD.4.B12		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4 DOK – 4 DOK – 4 DOK – 4 DOK - 2
8. The student will compose a paragraph in which he/she identifies the post-secondary option.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10		SL. 11-12.1 SL. 11-12.4 L.11-12.1 L.11-12.2 L.11-12.3	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4

		AD.4.A.11 AD.4.B.11 AD.4.A.12 AD.4.B12		L.11-12.4 L.11-12.5 L.11-12.6 W.11-12.1 W.11-12.3 W.11-12.4 W.11-12.9 W.11-12.10		DOK – 4 DOK – 4 DOK – 4 DOK - 2

ASSESSMENT DESCRIPTIONS*:

The 3-part summative evaluation for the "Learning for Life" Unit is conducted in the 12th grade. The assessment is a culmination of the work that students have completed in prior grades and encourages students to reflect and project regarding the knowledge and skills required to successfully achieve their goals and continue as life-long learners. This evaluation is located at the end of the 12th grade lesson.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x___ Direct __x___ Indirect __x___ Experiential __x___ Independent study __x___ Interactive Instruction
	See:
1	Lesson 1 Grade 9 Study Skills Workshop
2	Lesson 2 Grade 9 Making Your Own Master Calendar
3	Lesson 3 Grade 10 Strategies for Taking Standardized Timed Tests
4	Lesson 4 Grade 10 Prioritizing Time
5	Lesson 5 Grade 11 Progressing Toward Graduation
6	Lesson 6 Grade 12 Self Assessment of Self-Management, Study and Test-Taking Skills
7	
8	
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1	See:
2	Lesson 1 Grade 9 Study Skills Workshop
3	Lesson 2 Grade 9 Making Your Own Master Calendar
4	Lesson 3 Grade 10 Strategies for Taking Standardized Timed Tests

5 6 7 8	Lesson 4 Grade 10 Prioritizing Time Lesson 5 Grade 11 Progressing Toward Graduation Lesson 6 Grade 12 Self Assessment of Self-Management, Study and Test-Taking Skills				
	Direct: __x___ Structured Overview (Ls. 1) _____ Lecture __x___ Explicit Teaching (Ls. 3) _____ Drill & Practice __x___ Compare & Contrast (Ls. 3) _____ Didactic Questions __x___ Demonstrations (Ls. 2) _____ Guided & Shared - reading, listening, viewing, thinking	**Indirect:** __x___ Problem Solving (Ls. 2-3) _____ Case Studies _____ Reading for Meaning __x___ Inquiry (Ls. 5) __x___ Reflective Discussion (Ls. 3-5-6) __x__ Writing to Inform (Ls. 5) _____ Concept Formation _____ Concept Mapping __x___ Concept Attainment (Ls. 4-5-6) _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations __x___ Role-playing (Ls. 4) _____ Model Building __x___ Surveys (Ls. 1-6)	**Independent Study** __x___ Essays (Ls. 6) _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates __x___ Role Playing (Ls. 4) _____ Panels _____ Brainstorming _____ Peer Partner Learning ___x__ Discussion (Ls. 2-4-5) _____ Laboratory Groups ___x__ Think, Pair, Share (Ls. 6) _____ Cooperative Learning _____ Jigsaw ___x__ Problem Solving (Ls. 3-4) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

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

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

Unit #1 Title: Applying the Skills of Transitioning Between Educational Levels **Grade Level:** 9-12

Number of Lessons in Unit: 4 (one lesson each for 9, 10, 11, and 12)

Time Required for each lesson:
9th grade lesson will require 55 to 70 minutes
10th grade lesson will require 55 to 70 minutes
11th grade lesson will require 55 to 70 minutes
12th grade lesson will require 50 minutes per student

Best time of year to implement this Unit:
9th grade training will begin before the beginning of the freshmen year
10th grade during the first semester
11th grade any time during academic year
12th grade during the second semester

Lesson Titles:
9th Grade Lesson 1: Freshmen Mentor Program: Meeting My Mentor
(This program uses trained upper grade students to mentor freshmen throughout the 9th grade academic year.)
Materials/Special Preparations Required:
Trained mentors (Training should take place before activity)
Paper, pen, flip charts, markers
Interview Guidelines and *How Well Do You Know Your School?*

10th Grade Lesson 2: Exploration of Post-Secondary Options
Materials/Special Preparations Required:
Computer access for each student and/or several copies of college guides
Alumni of your school
Written instructions for navigating the selected program, such as Missouri Connections, Choices, or Discover (ACT) and a sample analysis sheet for chosen program or website where student may do a college search (www.act.org www.collegeview.com www.petersons.com)

11th Grade Lesson 3: Get Set For College (Duplicate Lesson for CD8, Unit 5, Lesson 3 of 4)
Materials/Special Preparations Required:
Get Set for College Scavenger Hunt
Pencil/pen
Get Set for College ACT booklet
To obtain your free ACT booklets contact 1-319-337-1000 or download materials at http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf.

12th Grade Lesson 4: 12th Grade Post-Secondary Checklist
Materials/Special Preparations Required

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Am I Ready… Activity Sheet
A list of your high school's graduation requirements
Pencil/pen
Students' Personal Plans of Study

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

Grade Level Expectations (GLEs):
AD.5.A.09: Apply information and skills necessary to transition into high school. (DOK Level - 3)
AD.5.A.10: Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options. (DOK Level - 4)
AD.5.A.11: Increase knowledge and refine skills in preparation for the senior year and post-secondary options. (DOK Level - 3)
AD.5.A.12: Utilize the achievement and performance skills necessary to transition to post-secondary options. (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.
B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
C. Students will understand the relationship of academics to the world of work and to life at home and in the community.

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 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 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 9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies 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

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	2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace
X	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 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 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 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	3. Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions 7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
	Fine Arts	

Unit Essential Questions:

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Why are healthy self care skills and behaviors necessary when adjusting to transitions?

Unit Measurable Learning Objectives:

Each freshman student will meet with their mentor for the interview to complete and discuss the *How Well Do You Know Your School* worksheet and the interview guidelines worksheet.

The student will make a list of 2-3 post secondary options and required information necessary for application. Students will write an essay about their transitional needs.

The student will complete the *Get Set for College* scavenger hunt and discuss with classmates.

The student will complete *Am I Ready* checklist/activity sheet, using their Personal Plan of Study.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Compare & Contrast; Demonstrations; Guided & Shared reading, listening, viewing, thinking)
_X_ Indirect (Problem Solving)
___ Experiential
_X_ Independent Study (Essays)
_X_ Interactive Instruction (Panels; Brainstorming; Discussion, Think, Pair, Share; Interviewing)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Counselor will meet individually with seniors during the second semester of their senior year. Counselor and student will complete a post-secondary checklist. (See appendix.)

Brief Summary of Unit:

This unit gives counselors the tools to help students successfully transition into high school, through high school, and beyond.

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

Students will need to have and understand their four year-plan and applicable vocabulary.

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Unit #1 Title: Applying the Skills of Transitioning Between Educational Levels

Lesson Title: Freshmen Mentor Program: Meeting My Mentor **Lesson:** 1 of 4

Grade Level: 9

Length of Lesson: 55 to 70 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.09: Apply information and skills necessary to transition into 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)

Materials needed for this activity include:
Trained mentors (Training should take place before activity)
Paper, pen, flip charts, and markers.
Interview Guidelines and *How Well Do You Know Your School?*

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

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 7. Evaluate the accuracy of information and the reliability of its sources
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish

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	goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 7. Identify and apply practices that preserve and enhance the safety and health of self and others 8. Explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol, and other drug use).
	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 make a list of 2-3 post secondary options and required information necessary for application. Students will write an essay about their transitional needs.

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.
Assessment of this lesson will be through observation of student contributions and interactions in discussions as monitored by facilitator for the mentors (counselor, teacher, or administrator).

The students that are having any difficulty will be referred to the counselor for responsive services. (Mentors may give a personal observation or each student they mentor.) Mentoring (*Interview Guidelines* and *How well do you know your school?)* will also be used in the assessment process.

Lesson Preparation

Essential Questions:

How will high school differ from middle school?
What is the process of transitioning and why is it important?

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What are my feelings about going into high school?

Engagement (Hook):

Mentors will share "If I knew then what I know now"- These could contain concerns, fears, suggestions, survival tips that would have helped them as freshmen.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
After the hook:	
1. Pair students with a mentor and allow time for students to ask mentor any questions.	1. Students and mentors interact.
2. Students are given *How Well Do You Know Your School?* Activity sheet.	2. Students complete activity sheet and discuss with their mentor.
3. Have student mentors interview freshmen using *Interview Guidelines*.	3. Freshmen are interviewed by student mentors. Students will go over interview sheet with mentor and become acquainted.
4. Discuss how mentors will be supportive.	4. Students will ask questions/state concerns during discussion with mentor.

Teacher Follow-Up Activities

Schedule additional meetings (e.g. check-in, new issues, concerns, additional training, etc.). Once a month or once a quarter depending upon needs of your setting.

Counselor reflection notes (completed after the lesson)

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Name _____ Date_____

Interview Guidelines

Please take a few minutes to interview your partner to find out the following information. Be prepared to share one interesting fact about your partner with the group.

Partner's name:	
Nickname:	
Birth date:	
Favorite magazine:	
Favorite book:	
Favorite television:	
Favorite movie:	
Favorite actor/actress:	
Favorite singer/band/group:	
Favorite song:	
Favorite sport:	
Favorite class/subject:	
Favorite hobbies/pastimes:	
Favorite food:	
Favorite saying:	
Personal Goal for this school year:	

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How Well Do You Know Your School?

1. What is the name of the school mascot?

2. What are the school colors?

3. What is the principal's name?

4. What is the name of the school newspaper?

5. Where is the school library located?

6. In what office can you find "lost and found" items?

7. What is the counselor's name?

8. Where is the counselor's office?

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Academic Development

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

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

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

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

UNIT DESCRIPTION: Applying the Skills of Transitioning Between Educational Levels This unit gives counselors the tools to help students successfully transition into high school, through high school, and beyond.	**SUGGESTED UNIT TIMELINE:** 4 (one lesson each for 9, 10, 11, and 12) **CLASS PERIOD:** 9th grade lesson -55 to 70 minutes 10th grade lesson-55 to 70 minutes 11th grade lesson-55 to 70 minutes 12th grade lesson-50 minutes per student

ESSENTIAL QUESTIONS:

1. Why are healthy self care skills and behaviors necessary when adjusting to transitions?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. Each freshman student will meet with their mentor for the interview to complete and discuss the "How Well Do You Know Your School" worksheet and the interview guidelines worksheet.		AD.5.A.09: Apply information and skills necessary to transition into high school.		SL.9-10.1 SL.9-10.2 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 3

2. The student will make a list of 2-3 post secondary options and required information necessary for application. Students will write an essay about their transitional needs.		AD.5.A.10: Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options.		RI.9-10.1 RI.9-10.4 RI.9-10.8 W.9-10.1 W.9-10.2 W.9-10.4 W.9-10.5 W.9-10.7 W.9-10.8 W.9-10.9 W.9-10.10 SL.9-10.1 SL.9-10.2 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 RST.9-10.1 RST.9-10.2 RST.9-10.4 RST.9-10.5 RST.9-10.7 WHST.9-10.1 WHST.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10	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
3. The student will complete the "Get Set for College" scavenger hunt and discuss with classmates.		AD.5.A.11: Increase knowledge and refine skills in preparation for the senior year and		RI.11-12.1 RI.11-12.3 RI.11-12.4 RI.11-12.7 W.11-12.2 W.11-12.7 W.11-12.9 SL.11-12.1 SL.11-12.2 L.11-12.1	AD C. Students will understand the relationship of academics to the world of work and to	Level 3

		post-secondary options.		L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6 RST.11-12.1 RST.11-12.2 RST.11-12.5 RST.11-12.7 RST.11-12.9 WHST.11-12.2 WHST.11-12.7 WHST.11-12.8 WHST.11-12.9	life at home and in the community.	
4. The student will complete "Am I Ready" checklist/activity sheet, using their Personal Plan of Study.		AD.5.A.12: Utilize the achievement and performance skills necessary to transition to post-secondary options.		RI.11-12.1 RI.11-12.3 RI.11-12.4 RI.11-12. 7 W.11-12.7 W.11-12.9 SL.11-12.1 SL.11-12.2 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6 RST.11-12.1 RST.11-12.2 RST.11-12.5 RST.11-12.7 RST.11-12.9	AD C.	Level 2

ASSESSMENT DESCRIPTIONS*:

Counselor will meet individually with seniors during the second semester of their senior year.

Counselor and student will complete a post-secondary checklist.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**

	__X__ Direct __X__ Indirect _____ Experiential __X__Independent study __X__Interactive Instruction
1 2 3 4	See Lessons: Lesson 1 Grade 9 Freshman Mentor Program: Meeting My Mentor Lesson 2 Grade 10 Exploration of Post-Secondary Options Lesson 3 Grade 11 Get Set For College Lesson 4 Grade 12 Post-Secondary Checklist
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	See Lessons: Lesson 1 Grade 9 Freshman Mentor Program: Meeting My Mentor Lesson 2 Grade 10 Exploration of Post-Secondary Options Lesson 3 Grade 11 Get Set For College Lesson 4 Grade 12 Post-Secondary Checklist

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	tructured Overview ecture xplicit Teaching rill & Practice ompare & Contrast Ls. 3) idactic Questions emonstrations (Ls. 2) uided & Shared - reading, listening, viewing, thinking (Ls. 1, 2, 3, 4)	__X___Problem Solving (Ls. 1,3,4) _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	__X__ Essays (Ls. 2) _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers _____ Activity Sheet (Ls.4)	_____ Debates _____ Role Playing ___X__ Panels (Ls.2) ___X__Brainstorming (Ls. 1,2) _____ Peer Partner Learning ___X__ Discussion (Ls. 2,3) _____ Laboratory Groups ___X__ Think, Pair, Share (Ls.1,2,3) _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups ___X__ Interviewing (Ls.1) _____ Conferencing ___X__ Scavenger Hunt (Ls. 3)

UNIT RESOURCES:

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

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

Unit #1 Title: My Personal Plan of Study **Grade Level:** 9-12

Number of Lessons in Unit: 6

Time Required for each lesson: 30-50 minutes

Best time of year to implement this Unit: At appropriate times throughout year

Lesson Titles:

Grade 9

Lesson # 1: Graduation Requirements

Materials/Special Preparations Required:

- School course description books or enrollment guides
- High school graduation requirements
- List of graduation requirements
- Handout titled; *Graduation Requirements Review* activity sheet

Lesson # 2: Evaluating Transcripts

Materials/Special Preparations Required:

- Copy of students' transcripts
- Whiteboard, SMART Board, other means to display formula for GPA including value of letter grades.
- High school course description book or enrollment guide for class point value

Grade 10

Lesson # 3 Review and Revision of My Personal Plan of Study

Materials/Special Preparations Required:

- Individual Students Portfolios, including Personal Plan of Study
- High school course description books or enrollment guides

Lesson #4: Career Resources

Materials/Special Preparations Required:

- Speakers or representatives from a Career Education Center

Grade 11

Lesson #5: Evaluating and Revising the Personal Plan of Study

Materials/Special Preparations Required:

- ACT Test Dates and ACT Information
- ACT Prep Classes Information
- Visitation Dates for Post-Secondary Options
- Literature for Education/Training Options
- Career Fair Dates
- ASVAB Test Dates
- PSAT Dates
- Dual Enrollment Information
- College Day Visitation Information

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Information on Credit Recovery

Grade 12
Lesson #6: Assessing Personal Plan of Study for Life-Long Learning
Materials/Special Preparations Required:
Worksheet titled Personal Plan of Study Review for Seniors
Personal Educational Plan Portfolios/4 year plan

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

Grade Level Expectations (GLEs):
AD.6.A.09: Monitor and revise a Personal Plan of Study. (DOK Level - 3)
AD.6.A.10: Explore options and resources available to further develop Personal Plan of Study for life-long learning. (DOK Level - 3)
AD.6.A.11: Evaluate and revise a Personal Plan of Study for life-long learning. (DOK Level - 3)
AD.6.A.12: Apply information to revise and implement a Personal Plan of Study necessary for life-long learning. (DOK Level - 4)

American School Counselor Association National Standard (ASCA):
Academic 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 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 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 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 informati0n and the reliability of its sources
X	Goal 2: Communicate effectively within and beyond the classroom 3. Review and revise communications to improve accuracy and clarity.
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 ones own experience in preventing or 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
X	Goal 4: Make decisions and act as responsible members of society

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	1. Explain reasoning and identify information used to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet 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 (including grammar, usage, punctuation, spelling, capitalization) 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	
	Fine Arts	

Unit Essential Questions:

What happens if I change my goals?

Unit Measurable Learning Objectives:

The student will complete *Graduation Requirements Review* activity sheet.
The student will compute his/her individual GPA.
The student will determine through transcript review, what actions and/or revisions need to occur in order to reach post-secondary goal.
The student will review and revise personal plan of study to determine career path/cluster and related coursework.
The student will complete one or more sample application(s) for post-secondary programs.
The student will establish an individual calendar of important dates related to personal plans of study.
The student will complete *Personal Plan of Study Review for Seniors*.
The student will write a letter to his/her future self about goals and planning for the future.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Lecture; Explicit Teaching; Compare &Contrast; Demonstrations; Guided & Shared-Reading, Listening, Viewing, Thinking)

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_X_ Indirect (Problem Solving)
_X_ Experiential (Simulations; Surveys)
_X_ Independent Study (Journals; Learning Activity Sheet; Learning Contracts; Research)
_X_ Interactive Instruction (Peer Partner 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 use graduation requirements, assessments, transcripts, educational, and career interests to review, revise, and implement Personal Plan of Study for lifelong learning.

Brief Summary of Unit:

Students will monitor and revise Personal Plan of Study written before high school. Course description booklets, transcripts, assessments and personal interest will be used for continued review and revisions of personal education plans. By the end of 12th grade, plans will have been revised and fully implemented for life-long learning.

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

Knowledge of a Personal Plan of Study, number and types of credits required for graduation

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Unit #1 Title: My Personal Plan of Study

Lesson Title: Graduation Requirements **Lesson:** 1 of 6

Grade Level: 9

Length of Lesson: 45-50 minutes

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

Grade Level Expectation (GLE):
AD.6.A.09: Monitor and revise a Personal Plan of Study

American School Counselor Association National Standard (ASCA):
Academic Development
B: Students will make decisions, set goals, and take necessary action to achieve goals.

Materials (include activity sheets and/ or supporting resources)

School course descriptions books or enrollment guides
Graduation requirements from book
List of graduation requirements
Handout titled: *Graduation Requirements Review*

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 7. Evaluate the accuracy of information and the reliability of its sources
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 5. Reason inductively from a set of specific facts and deductively from general premises 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 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

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

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

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	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 *Graduation Requirements Review* activity sheet.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students will analyze and assess graduation requirements by completing the ***Graduation Requirements Review*** activity sheet and through class discussion.

Lesson Preparation

Essential Questions:
Why am I attending high school? What will I need to do in high school to reach my goals?

Engagement (Hook): The counselor will wear or carry in a graduation cap.
Can you graduate by _____? How do you know?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities**
1. Hand out course description books or enrollment guides. Give instructions on completing *Graduation Requirements Review*."	1. Students will review the course description to complete the *Graduation Requirements Review* activity sheet. (Suggestions include dividing students into groups of 5-6 to complete the activity sheet or students complete the activity sheet in a large group with counselor's review on SMART Board. Students may complete activity sheet individually using course description/enrollment guide.)
2. Counselor will facilitate discussion that reflects student answers.	2. Students explain answers from their completed activity sheet.
3. Counselor discusses requirements for the next year	3. Students have opportunity to ask questions

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Teacher Follow-Up Activities

Suggest to teachers to remind students of prerequisite classes. Teachers could ask students how many credits/courses they need of the class they are in to graduate.

Counselor reflection notes (completed after the lesson)

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Graduation Requirements Review

1. _____ is the number of credits required to graduate from _____.
(my high school)

2. _____classes include English, math, science, social studies.

3. _____ is an example of the practical arts.

4. An example of the fine arts is _____.

5. How many physical education classes are required for graduation? _____

6. G.P.A. is the acronym for _____.

7. When does the calculation of your high school G.P.A. begin? _____

8. What does class rank mean? _____

9. High School Transcripts begin with courses at the _____ grade level.

Printed name

_____

First MI Last

_____

Signature

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Unit #1 **Title:** My Personal Plan of Study

Lesson Title: Evaluating Transcripts **Lesson:** 2 of 6

Grade Level: 9

Length of Lesson: 45-50 minutes

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

Grade Level Expectation (GLE):
AD.6.A.09: Monitor and revise Personal Plan of Study

American School Counselor Association National Standard (ASCA):
Academic Development Standard
B: Students will make decisions, set goals, and take necessary action to achieve goals.

Materials (include activity sheets and/ or supporting resources)

Copies of students' transcripts
Whiteboard, SMART Board, other means to display formula for GPA including values of letter grades
High school course description book or enrollment guide for class point values.

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. Use technological tools and other resources to locate, select and organize information 5. Evaluate the accuracy of information and the reliability of its sources
	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 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

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

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

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	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will compute his/her individual GPA.
The student will determine through transcript review what actions and/or revisions need to occur in order to reach post-secondary goal.

Lesson Formative Assessment (acceptable evidence):

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

Students will review transcripts and compute individual Grade Point Averages.

Lesson Preparation

Essential Questions:

How will I keep track of my progress in school? What information will follow throughout my life?

Engagement (Hook):

What does your transcript say about you? How does your GPA impact graduation requirements?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
Distribute students' copies of transcripts and Personal Plan of Study begun in 8th grade.	
1. Explain purpose of transcripts. Instruct students to locate their class ranking, GPA, credits earned on their transcripts.	1. Students will use the course description book or enrollment guide and transcript for computation of GPA. Students locate their class ranking, GPA, and credits earned.
2. Discuss other information your high school includes on personal transcripts.	2. Students will discuss any other information on their transcripts.
3. Explain that there are times students need	3. Students will practice calculating GPA's

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to calculate their GPA's on their own (e.g. to verify accuracy). Use the transcript to show students how to compute GPA's.	by using their own grades.
4. Ask students to review their transcripts and Personal Plan of Study and what they need to do to continue progress toward post-secondary goals	4. Student reviews Personal Plan of Study and revise, where necessary.

Teacher Follow-Up Activities

Encourage teachers to have students compute GPA's after each grading period. Teachers could have students keep a grade log sheet in their class.

Counselor reflection notes (completed after the lesson)

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Academic Development

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

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

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

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

UNIT DESCRIPTION: My Personal Plan of Study Students will monitor and revise Personal Plan of Study written before high school. Course description booklets, transcripts, assessments and personal interest will be used for continued review and revisions of Personal Plan of Study. By the end of 12th grade, plans will have been revised and fully implemented for lifelong learning.	**SUGGESTED UNIT TIMELINE:** 6 Lessons **CLASS PERIOD (min.):** 30-50 minutes each
ESSENTIAL QUESTIONS: 1. What happens if I change my goals?	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	**CCSS LEARNING GOALS (Anchor Standards/Clusters)**	**CROSSWALK TO STANDARDS**				
		GLEs/CLEs	**PS**	**CCSS**	**OTHER ASCA**	**DOK**
1. The student will complete *Graduation Requirements Review* activity sheet.		AD.6.A.09: Monitor and revise a Personal Plan of Study.		RI.9-10.4 W.9-10.2 W.9-10.4 W.9-10.7 W.9-10.8 W.9-10.10 SL.9-10.1 SL.9-10.2 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD B. Students will make decisions, set goals, and take necessary action to achieve goals.	Level 3
2. The student will compute his/her individual GPA.		AD.6.A.09		RI.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5	AD B	Level 3

				L.9-10.6		
3. The student will determine through transcript review, what actions and/or revisions need to occur in order to reach post-secondary goal.		AD.6.A.10 Explore options and resources available to further develop Personal Plan of Study for life-long learning.		RI.9-10.4 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD B	Level 3
4. The student will review and revise personal plan of study to determine career path/cluster and related coursework.		AD.6.A.10		RI.9-10.4 SL.9-10.1 SL.9-10.2 SL.9-10.3 L.9-10.1 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD B	Level 3
5. The student will complete one or more sample application(s) for post-secondary programs.		AD.6.A.11: Evaluate and revise a Personal Plan of Study for life-long learning.		W.11-12.1 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.8 W.11-12.9 W.11-12.10 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	AD B	Level3
6. The student will establish an individual calendar important dates related to personal plans of study.		AD.6.A.11		RI.11-12.4 RI.11-12.7	AD B	Level3

				L.11-12.1 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6		
7. The student will complete "Personal Plan of Study Review for Seniors".		AD.6.A.12: Apply information to revise and implement a Personal Plan of Study necessary for lifelong learning.		SL.11-12.1 SL.11-12.4 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	AD B	Level 4
8. The student will write a letter to his/her future self about goals and planning for the future.		AD.6.A.12		W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.8 W.11-12.10 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	AD B	Level 4

ASSESSMENT DESCRIPTIONS*:

Students will use graduation requirements, assessments, transcripts, educational, and career interests to review, revise, and implement Personal Plan of Study for lifelong learning.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X___ Direct __X___ Indirect __X___ Experiential

	__X___ Independent study __X___ Interactive Instruction
1 2 3 4 5 6 7 8	See Lessons: Lesson 1 Grade 9 Graduation Requirements Lesson 2 Grade 9 Evaluating Transcripts Lesson 3 Grade 10 Review and Revision of My Personal Plan of Study Lesson 4 Grade 10 Career Resources Lesson 5 Grade 11 Evaluating and Revising the Personal Plan of Study Lesson 6 Grade 12 Assessing Personal Plan of Study for Life-Long Learning
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4 5 6 7 8	See Lessons: Lesson 1 Grade 9 Graduation Requirements Lesson 2 Grade 9 Evaluating Transcripts Lesson 3 Grade 10 Review and Revision of My Personal Plan of Study Lesson 4 Grade 10 Career Resources Lesson 5 Grade 11 Evaluating and Revising the Personal Plan of Study Lesson 6 Grade 12 Assessing Personal Plan of Study for Life-Long Learning

	Direct:	Indirect:	Experiential:	Independent Study	Interactive Instruction
	_____ Structured Overview __X____ Lecture (Ls. 4) __X____ Explicit Teaching (Ls. 1,2,4,5) _____ Drill & Practice __X____ Compare & Contrast (Ls. 1) _____ Didactic Questions __X____ Demonstrations (Ls. 2) _____ Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2, 3, 4, 5, 6)	__X___Problem Solving (Ls. 1,2,3) _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments __X___ Simulations (Ls.4) _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building __X___ Surveys (Ls. 6)	_____ Essays _____ Computer Assisted Instruction __X___ Journals (Ls. 6) _____ Learning Logs _____ Reports __X___ Learning Activity Sheets (Ls. 2,3,6) _____ Correspondence Lessons __X___ Learning Contracts (Ls. 5) _____ Homework __X___ Research (Ls. 1,3) _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming __X___ Peer Partner Learning (Ls.1,3) _____ Discussion _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

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

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

Unit #1 Title: Lifelong Learning and Goal Setting **Grade Level**: 9-12

Number of Lessons in Unit: 5 **Time Required for Each Lesson:** 55-70 minutes

Lesson Titles:

Grade 9

Lesson 1: Revisiting the *Personal Plan of Study* and Post HS Requirements

Materials/Special Preparations Required:

Each Student's *Personal Plan of Study* (Initiated in 8th Grade)

Career interest inventory results

List of the entrance requirements for public and private post-secondary education/training options, the military, and procedures/resources for obtaining a full-time job immediately after graduation from high school.

Grade 10

Lesson 2: Revisiting the *Personal Plan of Study:* Using Occupational Trial Plan

Materials/Special Preparations Required:

Each Student's *Personal Plan of Study* (Initiated in 8th Grade)

Activity Sheet "Occupational Trial Plan" Source: The "Occupational Trial Plan" is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (Missouri Department of Elementary and Secondary Education, 1980).

Grade 11

Lesson 3: Does My Career Fit Me? (Venn Diagram):

Materials/Special Preparations Required:

Paper and pencil.

Teacher will need an example Venn Diagram that can be projected for students' viewing as a class (overhead transparency, paper copy, computer-generated)

Lesson 4: Get Set for College

Materials/Special Preparations Required: College preparation materials such as ACT "Get Set For College" brochure (available free of charge): http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf for each student

Grade 12

Lesson 5: Post-Secondary Checklist

Materials/ Special Preparation Required:

Am I Ready? Checklist

Pen or pencil

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

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Grade Level Expectations (GLEs):

CD.7.A.09: Compare current strengths and limitations with the individual's career and educational plan and adjust the plan as necessary. (DOK Level – 3)

CD.8.B.09: Identify the entrance requirements and application procedures for post-secondary options. (DOK Level – 2)

CD.7.A.10: Revisit current career and educational plan as it relates to evolving and/or new interests, strengths, and limitations. (DOK Level – 3)

CD.8.B.10: Apply knowledge of self to make informed decisions about post-secondary options. (DOK Level – 4)

CD.7.A.11: Analyze the education, training and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics. (DOK Level – 4)

CD.7.C.11: Identify personal contributions to the world of work as a result of one's career choices. (DOK Level – 3)

CD.8.B.11: Apply research skills to obtain information on training and education requirements for post-secondary choices. (DOK Level – 4)

CD.7.A.12: Utilize Knowledge of the world of work; personal interest; and strengths and limitations to develop short-and long-term post-secondary plans. (DOK Level – 4)

CD.8.B.12: Know and understand the levels of training and education required for life career goals. (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 decision.
B. Students will employ strategies to achieve future career goals with success and satisfaction.
C. Students will understand the relationship between training and the world of work.

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 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 source 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

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X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, question and ideas while recognizing the perspectives of others 6. Apply communications techniques to the job search and to the workplace 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 5. Reason inductively from a set of specific facts and deductively from general premises 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 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 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 8. Explore, prepare for and seek educational and job opportunities

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	4. Economic concepts (including productivity and the market system) and principles (including the laws for supply and demand) 6. Relationship of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	1. Process and techniques for the production,

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		exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

How do interests, strengths, and limitations change over one's lifetime?
Why do people's career choices change?
How does a person share his/her strengths and skills?
What influences what a person wants to do with their life?
Are career choices a decision or a journey?

Unit Measurable Learning Objectives:

The student will review and revise his/her Personal Plans of Study, noting changes in career interests and goals since last review was conducted.
The student will identify at least two personal, educational and/or training requirements needed for his/her career choice.
Students will demonstrate the importance of all jobs by writing a position statement with supporting details, which takes into account local and world implications; Career Paths / Clusters information; and respect for all work and workers.
The student will apply knowledge of self to develop information to be used for post-secondary applications.
The students will list the six steps to simplify college planning.

Unit Instructional Strategies/Instructional Activities:

_X__ Direct (Compare & Contrast)
_X__ Indirect (Problem Solving, Reflective Discussion)
_X__ Experiential (Simulations, Surveys)
_X__ Independent Study (Essays)
_X__ Interactive Instruction (Panels, Discussion, Think-Pair-Share, Cooperative Learning, Interviewing)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Each student will complete his/her Personal Plan of Study.
Students will fill out the post-secondary checklist, discuss the results, identify at least two postsecondary options and develop a transition plan for their current choice.

Brief Summary of Unit:

In this unit for 9th – 12th grades, students will learn and implement knowledge, skill and understanding that will enable them to apply self-knowledge to the process of planning for post-secondary options. This unit will provide students with information, resources and competence to enable them to become lifelong learners and advocates for themselves when facing change and/or opportunities for change.

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

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How to prepare a *Personal Plan of Study*. High school graduation requirements. Use of personal transcript to evaluate current and future preparation for entrance into post-secondary options

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;;Unit 1 Title: Life-long Learning and Goal Setting

Lesson Title: Revisiting the *Personal Plan of Study* and Post HS Requirements **Lesson:** 1 of 5

Grade Level: 9

Length of Lesson: 55 to 70 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.

Grade Level Expectations (GLEs):
CD.7.A.09: Compare current strengths and limitations with the individual's career and educational plan and adjust the plan as necessary.
CD.8.B.09: Identify the entrance requirements and application procedures for post-secondary options.

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 decision.
B. Students will employ strategies to achieve future career goals with success and satisfaction.
C. Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Students' *Personal Plan of Study*
A panel of 4-5 workers from the school or community (invite representatives from a broad range of occupations within the community) to share personal stories with the class re: "I wish I had known then what I know now" or "If only I had known _____, I would have _____."
Career interest inventory results
List of minimum entrance requirements for a variety of post-secondary options (including, but not limited to) colleges, universities, technical/proprietary schools, the military, apprenticeship programs, on-the-job training (OJT) and resources for gaining immediate post-high school employment. (From counselor and/or community resources)

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 4. Use technological tools an other resources to locate, select and organize information

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	10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 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 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 8. Explore, prepare for and seek educational and job opportunities

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will review and revise his/her Personal Plans of Study, noting changes in career interests and goals since last review was conducted

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 reevaluate, assess (review/rethink), and revise/refine their *Personal Plans of*

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Study, adding information regarding education and training needed for potential career goals as needed.

Lesson Preparation

Essential Questions: How have I changed? **Engagement (Hook):** Open the panel by saying something like: "If I had known then (1957) that I wouldn't be able to buy a Ford Thunderbird on a teacher's salary, I would have saved and invested more money." Invite panel members to share their own "I wish I had known" experiences with the students.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
NOTE: This lesson has three segments. The panelists will be involved in the first two segments and may choose to leave after the group conversations, OR they may choose to observe the remainder of the guidance lesson (with students' "permission"). The three segments are: the panel discussion (about 20 minutes); small group conversations between panelists and students (about 15 minutes); and time for students to review/ rethink/ revise/ refine their individual *Personal Plan of Study*.	
1. Facilitate the panel discussion of community members. Panel members will communicate "things" they wish they had known prior to making their personal career choices (allot a maximum of 5 minutes for each person's narrative).	1. Students will listen and formulate personal questions as the panel members share their "I wish I'd known" reflections.
2. Divide class into small groups. "Assign" a panel member to each group. In the small groups students will be able to enter into more personalized conversations with the panel members. Encourage students to discover what panelist would have (or has) done to proactively counter the lacking or misinformation.	2. In the small groups, students will engage in a conversation with a panelist. They will be encouraged to ask insightful and thought-provoking questions about the lack of and/or misinformation one realizes after being in the chosen profession.
3. Distribute the students' Personal Plan of Study, career interest inventories and results (if available), high school graduation	3. Students will review their *Personal Plan of Study to* remind themselves of the plan they developed in 8th grade.

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requirements (most current Missouri Department of Elementary and Secondary Education and local Board of Education requirements for all students), listings of the minimum entrance requirements for a variety of post-secondary education and training options, including, but not limited to colleges/ universities/ technical schools and a planning form to guide those students seeking immediate full-time post-secondary employment.	
4. Consider students' privacy rights and district policy to determine the appropriate level of student interactions with others (peers and/or adults). Facilitate/guide students' review of their *Personal Plans of Study*.	4. Students will use the information gained during the panel discussion; their completed (and tentative) Personal Plan of Study; their career interest inventory results (if available), the provided listing of minimum entrance requirements for a variety of colleges/ universities/ technical/proprietary schools or plan for immediate post-high school employment to help them review/ rethink/ refine/revise their Personal Plan of Study.
5. When students have had an opportunity to review and revise/refine their current plans; they will write a note to you explaining the changes they are making. As the counselor reviews revised/refined Plans, make notes for follow-up with students via a classroom guidance lesson and/or scheduled Individual Planning sessions. Arrange for the copying of students' revised/refined *Personal Plan of Study* and return the copy to the student.	5. Students will make changes to their plans as needed and will write a note to the counselor explaining the changes.

Teacher Follow-Up Activities

Encourage teachers to share what they wish they had known before starting their job as a teacher.

Counselor reflection notes (completed after the lesson)

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COURSE INTRODUCTION:

Career Development

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

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

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

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

UNIT DESCRIPTION: Goal Setting In this unit for 9th-12th grades, students will learn (and implement) knowledge, skill and understanding that will enable them to apply self-knowledge to the process of planning for post-secondary options, to find, evaluate and use career information and to define and understand the role of employment readiness skills in obtaining a job.	**SUGGESTED UNIT TIMELINE:** 4 Lessons **CLASS PERIOD (min.):** 55-70 minutes each

ESSENTIAL QUESTIONS:

1. How do interests, strengths, and limitations change over one's lifetime?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will review and revise his/her Personal Plans of Study, noting changes in career interests and goals since last review was conducted.		CD.7.A.09: Compare current strengths and limitations with the individual's career and educational plan and adjust the plan as necessary. CD.8.B.09: Identify the entrance requirements and application procedures for post-secondary options. CD.7.A.10: Revisit current career and educational plan as it relates to		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2	CD A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decision. CD B. Students will employ strategies to achieve future career goals with success and satisfaction. CD C. Students will understand the relationship	DOK Level – 3 DOK Level – 2 DOK Level – 3

		evolving and/or new interests, strengths, and limitations. CD.7.A.11: Analyze the education, training and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics. CD.7.C.11: Identify the value of personal contributio ns to the world of work as a result of one's career choices.		L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8	between training and the world of work.	DOK Level – 4 DOK Level – 3
2. The student will identify at least two personal, educational and/or training requirements needed for his/her career choice.		CD.7.A.09 CD.8.B.09 CD.7.A.10 CD.7.A.11 CD.7.C.11		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5	CD A CD B CD C	DOK Level – 3 DOK Level – 2 DOK Level – 3 DOK Level – 4 DOK Level – 3

				SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8		
3. Students will demonstrate the importance of all jobs by writing a position statement with supporting details, which takes into account local and world implications; Career Paths / Clusters information; and respect for all work and workers.		CD.7.A.09 CD.8.B.09 CD.7.A.10 CD.7.A.11 CD.7.C.11		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	CD A CD B CD C	DOK Level – 3 DOK Level – 2 DOK Level – 3 DOK Level – 4 DOK Level – 3

				L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8		

ASSESSMENT DESCRIPTIONS*:

The summative assessment for the Career Development Strand is "The Ultimate Career Development Experience for Seniors" (see folder for Unit 6)

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x___ Direct __x___ Indirect __x___ Experiential __x___ Independent study __x___ Interactive Instruction
1 2 3	**See:** Lesson 1 Grade 9 Revisiting the *Personal Plan of Study* and Post HS Requirements Lesson 2 Grade 10 Revisiting the *Personal Plan of Study:* Using Occupational Trial Plan Lesson 3 Grade 11 Does My Career Fit Me? (Venn Diagram) Lesson 4 Grade 11 Get Set for College Lesson 5 Grade 12 Post-Secondary Checklist
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	**See:** Lesson 1 Grade 9 Revisiting the *Personal Plan of Study* and Post HS Requirements Lesson 2 Grade 10 Revisiting the *Personal Plan of Study:* Using Occupational Trial Plan Lesson 3 Grade 11 Does My Career Fit Me? (Venn Diagram)

	Lesson 4 Grade 11 Get Set for College Lesson 5 Grade 12 Post-Secondary Checklist				
	Direct: _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice ___x__ Compare & Contrast (Ls. 1,2,3,4) _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	**Indirect:** ___x__ Problem Solving (Ls. 2,3) _____ Case Studies _____ Reading for Meaning _____ Inquiry ___x__ Reflective Discussion (Ls. 1,2,3) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments ___x__ Simulations (Ls. 4) _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building ___x__ Surveys (Ls. 2)	**Independent Study** ___x__ Essays (Ls. 4) _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing ___x__ Panels (Ls 1) _____ Brainstorming _____ Peer Partner Learning ___x__ Discussion (Ls. 1,2,3,4) _____ Laboratory Groups ___x__ Think, Pair, Share (Ls. 2) ___x__ Cooperative Learning (Ls. 4) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups ___x__ Interviewing (Ls. 1) _____ Conferencing

UNIT RESOURCES:

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

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

Unit 2 Title: Navigating Through the World of Work **Grade Level**: 9-12

Number of Lessons in Unit: 4

Time Required for Each Lesson: 55-70 min.

Lesson Titles:

Grade 9

Lesson 1: Career Interest Inventory

Materials/Special Preparation Required:

Career Path/Career Cluster posters or handouts

A career interest inventory such as:

Missouri Connections - **www.missouriconnections.org**

Choices – **www.choices.org**

Self- Directed Search **– www.self-directed-search.com**

ACT's Discover **– www.act.org**

Grade 10

Lesson 2: Investigating Career Resources

Materials/Special Preparation Required:

Activity Sheet: Outlook for Jobs in the Future

Computer for each student or paper & pencil

The *Occupational Outlook Handbook* - **http://www.bls.gov/oco/**

Dictionary of Occupational Titles - **http://www.occupationalinfo.org/**

On-line resources available through US government, e.g. America's Career Resource Network (ACRN) **www.acrnetwork.org** and **www.online.onetcenter.org**

Missouri Connections, **www.missouriconnections.org**

Any other career resource

Career Path Mini Poster

Grade 11

Lesson 3: Job Shadowing

Materials/Special Preparation Required:

Job shadowing worksheets

Phone contact form

Teacher consent form

Description and checklist

Workplace tips

Thank you letter

Consent participant form

Orientation form

Questions form

Reflection form

Supervision form

List of local businesses and organizations (prepared by counselor)

Counselor Information Sheet for Job Shadowing

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Grade 12
Lesson 4: What Do They Do?
Materials/Special Preparation Required:
None

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

Grade Level Expectations (GLEs):
CD.7.B.09: Recognize the sixteen (16) career clusters within the six career paths for exploring and preparing for careers now and in the future. (DOK Level – 2)
CD.8.A.09: Integrate career and educational information with knowledge of self and career clusters to identify occupations of interest. (DOK Level – 4)
CD.7.B.10: Evaluate a variety of resources to aid in career exploration and planning now and in the future. (DOK Level – 3)
CD.8.A.10: Analyze career and educational information to identify the most relevant resources for specific career options. (DOK Level – 4)
CD.7.B.11: Utilize a variety of resources to aid in career exploration and planning. (DOK Level 3)
CD.8.A.11: Synthesize career and educational information gathered from a variety of sources. (DOK Level - 4)
CD.7.B.12: Utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work and technology changes. (DOK Level – 4)
CD.8.A.12: Utilize career and educational information in career decision-making. (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.
B: Students will employ strategies to achieve future career goals with success and satisfaction.
C: Students will understand the relationship between training and the world of work.

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 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

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	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, question and ideas while recognizing the perspectives of others 6. Apply communications techniques to the job search and to the workplace 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Evaluate the processes used in recognizing and 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 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 8. Explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 3. Reading and evaluating nonfiction works and materials (such a biographies, newspapers, technical manuals) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions 7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)

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

Unit Essential Questions:

How do interests and goals fit together?
How do careers differ?
How does a job shadowing experience affect a person's job choice?
How does one obtain the job they want?

Unit Measurable Learning Objectives:

The student will complete a career inventory to identify at least one career of interest.
The student will utilize career information from a variety of resources to identify educational requirements, average salary, and outlook for a job from 3 of the 16 Career Clusters.
The student will complete a job shadowing experience.
The student will write one essay on his/her career of interest.

Unit Instructional Strategies/Instructional Activities:

_____Direct
__X__ Indirect
__X__Experiential
__X__Independent study
__X__Interactive Instruction

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.
After interviewing a person who has a career that is of interest to the student, he/she will write an essay on the information gathered.

Brief Summary of Unit:

This unit helps students gain a working knowledge and understanding of their interests, of relevant and credible career exploration and planning resources, and ways to experience work roles. Students will use career inventories, career resources, job shadowing, and interviews to explore their career interests.

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

Knowledge of the purposes and elements of Career Clusters as a structure for the world of work, including the names of the Career Paths/Career Clusters
The occupations that are included in each Career Path/Career Cluster and the

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education/training required for specific careers. Awareness of self and personal career interests Computer use for research and composition of presentation.

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Unit 2 Title: Navigating the World of Work

Lesson Title: Career Interest Inventory **Lesson:** 1 of 4

Grade Level: 9

Length of Lesson: 55-70 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.

Grade Level Expectations (GLEs):

CD.7.B.09: Recognize the sixteen (16) career clusters within the six (6) career paths as a more specific organizer for exploring and preparing for careers now and in the future.

CD.8.A.09: Integrate career and educational information with knowledge of self and career clusters to identify occupations of interest.

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 decision.

Materials (include activity sheets and/ or supporting resources)

Career Path/Career Cluster posters or handouts

A career interest inventory such as:

Missouri Connections - **www.missouriconnections.org**

Choices – **www.choices.org**

Self- Directed Search **– www.self-directed-search.com**

ACT's Discover **– www.act.org**

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 4. Use technological tools and other resources to locate, select and organize information 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 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on one's own experience in preventing or solving problems

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X	Goal 4: Make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will complete a career inventory to identify at least one career of interest.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will complete a career interest survey, identify careers within the Career Cluster of their choice and apply information to individual exploration of the World of Work.

Lesson Preparation

Essential Questions:
How do interests and goals fit together?

Engagement (Hook):
Counselor shares by modeling his/her own interests by sharing a completed interest inventory and how the results fit his/her career choice.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor explains the link of measured interests to his/her own career and how careers link to one another (e.g. linkages within each of the 6 Career Paths and 16 Career Clusters).The interest inventory you choose may be a “pencil and paper” version or an on-line version. Hand out	1. Students observe counselor’s information and refers to own career clusters’ sheet

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selected interest inventory and explain directions OR direct students to online inventory.	
2. Counselor observes and helps students complete inventories.	2. Students may be using a pencil/paper inventory or an online inventory. They will be reading directions. Students complete surveys.
3. Help students score and find careers that match their interests.	3. Score and find career/interest matches.
4. Have students share results with a partner. (Be sure to consider students' privacy rights – review school board policy and allow students the choice of whether or not to share results with another person.)	4. Students work with a partner and share their results with each other (as appropriate).
5. As students review the results of the Interest Inventories, have them identify at least one career of interest. Partners will interview each other about their career of interest. Instruct students to introduce partners to the class as a worker in the career and career cluster of their partner with the class.	5. Students will take turns sharing their partner's choices.

Teacher Follow-Up Activities

Have students write a paper on how their personal interests compare to their career choice.

Counselor reflection notes (completed after the lesson)

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Career Paths

Working Together in Our Community

Business, Management, & Technology

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

Arts & Communications

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

Natural Resources/Agriculture

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

Industrial & Engineering Technology

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

Human Services

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

Health Services

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

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THE 16 CAREER CLUSTERS

For more information and access to valuable resources re: Career Clusters go to:
States Career Clusters: www.careerclusters.org or www.missouriconnections.org

Agriculture, Food & Natural Resources

Architecture & Construction

Arts, A/V Technology & Communications

Business Management & Administration

Education & Training

Finance

Government & Public Administration

Health Science

Hospitality & Tourism

Human Services

Information Technology

Law, Public Safety, Corrections & Security

Manufacturing

Marketing

Science, Technology, Engineering & Mathematics

Transportation, Distribution & Logistics

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COURSE INTRODUCTION:

Career Development

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

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

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

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

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

Applying skills for college and career readiness and success.

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

UNIT DESCRIPTION: Navigating Through the World of Work This unit helps students gain a working knowledge and understanding of their interests, of relevant and credible career exploration and planning resources, and ways to experience work roles. Students will use career inventories, career resources and job shadowing to explore their career interests. Students will interview and write an essay of his/her career interest.	**SUGGESTED UNIT TIMELINE:** One lesson per grade level **CLASS PERIOD (min.):** 55-70 minutes each lesson

ESSENTIAL QUESTIONS:

1. How do interests and goals fit together?
2. How are careers different?
3. How does a job shadowing experience affect a person's job choice?
4. How does one obtain the job he/she wants?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will complete a career inventory to identify at least one career of interest.		CD.7.B.09: Recognize the sixteen (16) career clusters within the six (6) career paths for exploring and preparing for careers now and in the future. CD.8.A.09: Integrate career and educational information with knowledge of self and career clusters to		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1	CD A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. CD B. Students will employ strategies to achieve future	DOK Level – 2 DOK Level – 4

		identify occupations of interest. CD.7.B.10: Evaluate a variety of resources to aid in career exploration and planning now and in the future. CD.8.A.10: Analyze career and educational information to identify the most relevant resources for specific career options. CD.7.B.11: Utilize a variety of resources to aid in career exploration and planning. CD.8.A.11: Synthesize career and educational information gathered from a variety of sources. CD.7.B.12: Utilize knowledge of career exploration and planning to adapt		L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8 RST.9-10.3 RST.9-10.4 RST.9-10.7 RST.11-12.3 RST.11-12.4 RST.11-12.7	career goals with success and satisfaction. CD C. Students will understand the relationship between training and the world of work.	DOK Level – 4 DOK Level 4 DOK Level 3 DOK Level 4 DOK Level 4

		to new career and educational opportunities as the world of work and technology changes. CD.8.A.12: Utilize career and educational information in career decision-making.				DOK Level 4
2. The student will utilize career information from a variety of resources to identify educational requirements, average salary, and outlook for a job from 3 of the 16 Career Clusters.		CD.7.B.09 CD.8.A.09 CD.7.B.10 CD.8.A.10 CD.7.B.11 CD.8.A.11 CD.7.B.12 CD.8.A.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8	CD A CD B CD C	DOK Level – 2 DOK Level – 4 DOK Level – 4 DOK Level - 4 DOK Level - 3 DOK Level - 4 DOK Level – 4 DOK Level – 4

				WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8 RST.9-10.3 RST.9-10.4 RST.9-10.7 RST.11-12.3 RST.11-12.4 RST.11-12.7		
3. The student will complete a job shadowing experience.		CD.7.B.09 CD.8.A.09 CD.7.B.10 CD.8.A.10 CD.7.B.11 CD.8.A.11 CD.7.B.12 CD.8.A.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8 RST.9-10.3 RST.9-10.4	CD A CD B CD C	DOK Level – 2 DOK Level – 4 DOK Level – 4 DOK Level - 4 DOK Level - 3 DOK Level - 4 DOK Level – 4 DOK Level – 4

				RST.9-10.7 RST.11-12.3 RST.11-12.4 RST.11-12.7		
4. The student will write one essay on his/her career interest.		CD.7.B.09 CD.8.A.09 CD.7.B.10 CD.8.A.10 CD.7.B.11 CD.8.A.11 CD.7.B.12 CD.8.A.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8 RST.9-10.3 RST.9-10.4 RST.9-10.7 RST.11-12.3 RST.11-12.4 RST.11-12.7	CD A	DOK Level – 2 DOK Level – 4 DOK Level – 4 DOK Level - 4 DOK Level - 3 DOK Level - 4 DOK Level – 4 DOK Level – 4
ASSESSMENT DESCRIPTIONS*:						

The summative assessment for all units in the High School Career Development Strand is the "The Ultimate Career Development Experience for Seniors" (Unit 6). Students will create a media presentation chronicling their present career journey and showcasing this presentation to ninth grade students. Counselor and teacher will evaluate the presentation.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	_____ Direct __x__ Indirect __x__ Experiential __x__ Independent study _____ Interactive Instruction
1 2 3 4	**See:** Lesson 1 Grade 9 Career Interest Inventory Lesson 2 Grade 10 Investigating Career Resources Lesson 3 Job Shadowing Lesson 4 What Do They Do?
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	**See:** Lesson 1 Grade 9 Career Interest Inventory Lesson 2 Grade 10 Investigating Career Resources Lesson 3 Job Shadowing Lesson 4 What Do They Do?

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

					_____ 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 3 Title: Respecting All Work **Grade Level:** 9-12

Number of Lessons in Unit: 4

Time required for each lesson: 55-70 min.

Best time of year to implement this Unit: Throughout school year

Lesson Titles:

Grade 9
Lesson #1: How I Relate to Others
Materials/Special Preparations Required:
Activity Sheet: "How I Relate to Others", A self-assessment inventory that explores the relationship between self and others and your skills in group activities.
Source: "The How I Relate to Others" is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (Missouri Department of Elementary and Secondary Education [MO DESE], 1980).

Grade 10
Lesson #2: Past, Present, Future (biography of your future)
Materials/Special Preparations Required:
Computers
Guidelines for completing the Biography activity
Materials to make timelines.
Source: The Biography activity is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (MO DESE, 1980).

Grade 11
Lesson #3: Peer Review of My School and Community Activities
Materials/Special Preparations Required:
Individual list of school and community activities.
Video on volunteerism (Community service agencies such as United Way, the Red Cross, Salvation Army, American Cancer Society are sources of information regarding volunteerism.)

Grade 12
Lesson #4: Who Does What?
Materials/Special Preparations Required
Myers/Briggs Type Indicator sheets -I/E; S/N; T/F; J/P
Do What You Are, by Paul D. Tieger & Barbara Barron (This lesson can be adapted using any Myers/Briggs Type Indicator materials)
10 Steps to Creating a Personal Career Plan - Worksheet

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

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Grade Level Expectations (GLEs):

CD.7.C.09: Analyze and evaluate school and community contributions as they relate to one's career and educational plan. (DOK Level – 4)

CD.7.C.10: Analyze and evaluate school and community contributions as they relate to life career goals. (DOK Level – 4)

CD.7.C.11: Identify the value of personal contributions to the world of work as a result of one's career choices. (DOK Level – 3)

CD.7.C.12: Respect all work as important, valuable, and necessary in maintaining a global society.

American School Counselor Association (ASCA)National Standard:

Career Development

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

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

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

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend an devaluate 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 source 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 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 4. Develop and apply strategies based on one's own experience in preventing or solving problems 5. Evaluate the processes used in recognizing and solving problems 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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	3. Analyze the duties and responsibilities of individuals in societies 6. 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 including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues of ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

What skills are necessary for the most effective interaction within group situations?
How do people decide what to do with their lives?
How can an individual make a difference?
How can a person contribute to the well-being and betterment of the local and global society?
What careers are important in maintaining a global society?

Unit Measurable Learning Objectives:

The student will identify five positive skills that enhance school and community contributions as they relate to a career and educational plan.
The student will identify five positive skills that enhance school and community contributions as they relate to life-long goals.
The student will list three activities he/she is involved in that make positive contributions to a global society.
Students will show they understand their own personality type and how it relates to career choice and personal/social relationships by group discussion and completing worksheet.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Structured Overview, Guided & Shared – reading, listening, viewing, thinking)
__X__ Indirect
__X__ Experiential
_____ Independent study (Learning Logs)
__X__ Interactive Instruction (Brainstorming, Interviewing)

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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 identify their personality types and discuss the value of each type in the world of work.

Brief Summary of Unit:

Through this Unit, students will have opportunities to better understand how they relate to others. They will compare their school and community activities with their career goals and project what their life may be like in the future. Students will convey their understanding of exploration and planning in the achievement of their life career goals.

Unit Goals and Objectives:

The student will respect all work as important, valuable and necessary in maintaining a viable global society.
The student will understand social responsibility as it relates to the personal contributions one can make to society through one's work and non-work activities.

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

Concept of the manner in which they relate to others
Understanding "respect" as it relates to people we don't know (e.g., workers in another part of our world).
An understanding of the term "global society"
Computer skills for research and composition of presentation.

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Unit 3 Title: Respect for All Work

Lesson Title: How I Relate to Others **Lesson** 1 of 4

Grade Level: 9

Length of Lesson: 55 to 70 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

Grade Level Expectation (GLE):
CD.7.C.09: Analyze and evaluate school and community contributions as they relate to one's career and educational plan.

American School Counselor Association (ASCA) National Standard:
Career Development
B: Students will employ strategies to achieve future career goals with success and satisfaction.
C: Students will understand the relationship between training and the world of work**.**

Materials (include activity sheets and/ or supporting resources)

Activity Sheet: "How I Relate to Others", A self-assessment inventory that explores the relationship between self and others and the skills for working with others on group activities.
Source: The "How I Relate to Others" self-assessment inventory is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (MO DESE, 1980).

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 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 3.Analyze the duties and responsibilities of individuals in societies

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

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

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	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify five positive skills that enhance school and community contributions as they relate to a career and educational plan.

Lesson Formative Assessment (acceptable evidence):

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

The students will work in pairs or small groups to analyze and discuss the results of their "How I Relate to Others" Activity Sheet.

Lesson Preparation

Essential Questions:

What skills are necessary for the most effective interaction within group situations?
How can I measure whether or not I have the necessary skills?

Engagement (Hook):

Before starting the activities of this lesson make the statement: "Ask not what your country can do for you, but what you can do for your country." Then ask "What does President Kennedy's 1961 statement have to do with you, your choice of activities now, and your work in the future? That is the question that underlies our work in this unit. We will be learning more about our inter-connectedness, and our responsibilities to ourselves, each other and our global society. Keep JFK's words in your mind as you consider your career choices and opportunities."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Students will be chosen to role-play group situation(s) that show effective and ineffective group interactions. Engage students in a group role-play activity followed by a discussion of effective and ineffective group interaction.	1. Students will participate in role-play or participate as observers.

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2. Counselor will distribute the "How I Relate to Others" Activity Sheet. Introduce the Activity Sheet and emphasize the concept of conducting a self-assessment of relationship skills. Review each section of the Activity Sheet and ask students to complete the activity.	2. Students will complete the "How I Relate to Others" Activity Sheet.
3. When students have completed the Activity Sheet, the counselor will facilitate a discussion of the activity sheet and students' responses with the group. One of the "prompts" might be: "What do you have to do differently in order to work more effectively with others?	3. Students participate in discussion by talking about specific and/or general items.
4. You may want to collect the activity sheets and save the results for students to review as a part of the 11th grade unit 3 lesson: "Peer Review of My School and Community Activities." (This is another instance when a "storage system" for students' work will be useful!)	4. Students turn in their activity sheets.

Teacher Follow-Up Activities

Students will write a one-page paper discussing what they learned about themselves and how they will use the information to improve their relationships with others.

Counselor reflection notes (completed after the lesson)

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How I Relate To Others

This form will help you think about various aspects of your relationships with others and your skills in-group situations. It gives you a chance to set your own goals for development. The steps for using this form are:

1. Read through the list of activities and decide which ones you are doing all right, which ones you should do more and which ones you should do less. Mark each item in the appropriate place.
2. Some goals that are not listed may be more important to you than those listed. Write such goals in the space provided below each subsection.
3. Go back over the whole list and circle the numbers of the **three** or **four** activities which you will work to improve at this time.

Communication Skills	Doing all right	Need to do it more	Need to do it less
1. Amount of talking in group			
2. Being brief and concise			
3. Being forceful			
4. Drawing others out			
5. Listening attentively			
6. Thinking before I speak			
7. Keeping my remarks on the topic			
8.			

Observation Skills	Doing all right	Need to do it more	Need to do it less
1. Noting tensions in group			
2. Noting who talks to whom			
3. Noting interest level of group			
4. Noting who is being “left out”			
5. Sensing feelings of individuals			
6. Noting reaction to my comments			
7. Noting when group avoids a topic			
8.			

Problem-Solving Skills	Doing all right	Need to do it more	Need to do it less
1. Stating problems or goals			
2. Asking for ideas, opinions			
3. Giving ideas			
4. Evaluating ideas critically			
5. Summarizing discussion			
6. Clarifying issues			
7.			

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Morale-Building Skills	Doing all right	Need to do it more	Need to do it less
1. Showing interest			
2. Working to keep people from being ignored			
3. Harmonizing, helping people reach agreement			
4. Reducing tension			
5. Upholding rights of individuals in the face of group pressure			
6. Expressing praise or appreciation			
7.			

Emotional Expressiveness	Doing all right	Need to do it more	Need to do it less
1. Telling others what I feel			
2. Hiding my emotions			
3. Disagreeing openly			
4. Expressing warm feelings			
5. Expressing gratitude			
6. Being sarcastic			
7.			

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COURSE INTRODUCTION:

Career Development

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

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

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

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

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

Applying skills for college and career readiness and success.

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

UNIT DESCRIPTION: Respecting All Work Through this Unit, students will have opportunities to better understand how they relate to others. They will compare their school and community activities with their career goals and project what their life may be like in the future. Students will convey their understanding of exploration and planning in the achievement of their life career goals.	**SUGGESTED UNIT TIMELINE:**4 Lessons **CLASS PERIOD (min.)**: 55-70 each lesson

ESSENTIAL QUESTIONS:

1. How do people get along?
2. How do people decide what to do with their lives?
3. How can a person make a contribution to the well-being and betterment of the local and global society?

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 positive skills that enhance school and community contributions as they relate to a career and educational plan.		CD.7.C.09: Analyze and evaluate school and community contributions as they relate to one's career and educational plan. CD.7.C.10: Analyze and evaluate school and community contributions as they relate to life career goals. CD.7.C.11:		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	CD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. CD B: Students will employ strategies to achieve future career goals with success and satisfaction.	DOK Level – 4 DOK Level – 4

		Identify the value of personal contributions to the world of work as a result of one's career choices. CD.7.C.12: Respect all work as important, valuable, and necessary in maintaining a global society.		L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8	CD C: Students will understand the relationship between training and the world of work.	DOK Level – 3
2. The student will identify five positive skills that enhance school and community contributions as they relate to life-long goals.		CD.7.C.09 CD.7.C.10 CD.7.C.11 CD.7.C.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5	CD A CD B CD C	DOK Level – 4 DOK Level – 4 DOK Level – 3 DOK Level - 4

				L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8		
3. The student will list three activities he/she is involved in that make positive contributions to a global society.		CD.7.C.09 CD.7.C.10 CD.7.C.11 CD.7.C.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8	CD A CD B CD C	DOK Level – 4 DOK Level – 4 DOK Level – 3 DOK Level - 4
4. Students will show they understand their own personality type and how it relates to career choice and personal/social relationships by group		CD.7.C.09 CD.7.C.10 CD.7.C.11 CD.7.C.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7	CD A CD B CD C	DOK Level – 4 DOK Level – 4 DOK Level – 3 DOK Level - 4

discussion and completing worksheet.				W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8		

ASSESSMENT DESCRIPTIONS*:
Formative Assessment for this Unit includes: Completion of "How I Relate to Others" Activity sheet, development of a timeline of change, an autobiography, and a community and school activity list. "The Ultimate Career Development Experience for Seniors" (Unit 6) will provide students with the opportunity to convey their understanding of career exploration and planning in the achievement of life career goals.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x___ Direct __x__ Indirect __x__ Experiential

	_____ Independent study __x__ Interactive Instruction
1 2 3 4	See: Lesson 1: How I Relate to Others Lesson 2: Past, Present, Future (biography of your future) Lesson 3: Peer Review of My School and Community Activities Lesson 4: Who Does What?
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	See: Lesson 1: How I Relate to Others Lesson 2: Past, Present, Future (biography of your future) Lesson 3: Peer Review of My School and Community Activities Lesson 4: Who Does What?

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

UNIT RESOURCES:

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

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

Unit 1 Title: Getting a Job **Grade Level:** 9-12

Number of Lessons in Unit: 5

Time Required for Each Lesson: 55-70 min

Lesson Titles:

Grade 9

Lesson #1: Career Portfolio

Material/Special Preparations Required:

Career portfolio format for each student. This may be done within a computer program or created by the counselor.

Grade 10

Lesson #2: Personal Code of Ethics

Material/Special Preparations Required:

Code of Ethics worksheets

Personal Code of Ethics Activity Sheet

School Discipline Policy (or other school policy documents that provide guidelines for student behavior.

Copies of Ethical Standards for a variety of professions (e.g. American Counseling Association, American School Counselor Association, American Medical Association, Hippocratic Oath) [The ethical standards may be available from the websites of professional organizations.]

Lesson #3: Completing Applications

Material/Special Preparations Required:

An example of a poorly completed application

Applications for post-secondary education/training institutions and programs and various employment opportunities for students to complete

Grade 11

Lesson #4: The Resume

Material/Special Preparations Required:

Samples of resumes (strive to obtain actual resumes that are acceptable and non-acceptable to use as examples. Names omitted.

Resume worksheet

Grade 12

Lesson #5: The Ultimate Senior Career Project

Material/Special Preparations Required:

Students' career portfolio information that has been accumulated over the last 4 years

Classroom equipped with technology*

*The use of appropriate computer training and access to compatible computer and media equipment is essential for the success of this activity

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Sample Creative Media Presentation Expectations

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

Grade Level Expectations (GLEs):

CD.9.A.09: Identify situations which would compromise ethical habits in school or work situations. (DOK Level – 3)
CD.9.B.09: Identify and refine the job-seeking skills needed to apply for volunteer or part-time jobs in the community. (DOK Level – 3)
CD.9.A.10: Identify the steps which can be used to resolve ethical issues related to school or work situations. (DOK Level – 3)
CD.9.B.10: Compare and contrast the post-secondary application process to the job application process. (DOK Level – 3)
CD.9.A.11: Demonstrate the steps which can be used to resolve ethical issues related to school or work situations. (DOK Level – 3)
CD.9.B.11: Refine and utilize a portfolio, which may be used for a variety of post-secondary opportunities. (DOK Level – 3)
CD.9.A.12: Apply personal, ethical, and work habit skills that contribute to job success. (DOK Level - 4)
CD.9.B.12: Utilize appropriate job-seeking skills to obtain employment. (DOK Level - 4)

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

B. Students will employ strategies to achieve future career goals with success and satisfaction.
C. Students will understand the relationship between training and the world of work.

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend an devaluate 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 source 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Develop and apply strategies based on one's own experience in preventing or

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	solving problems 2. Evaluate the processes used in recognizing and solving problems 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. 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 (including grammar, usage, punctuation, spelling, capitalization,) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues of ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

What is a portfolio? What are the benefits of having a portfolio?
How do people share their strengths and skills with others?
What are ethics?
What guides us when we don't know what to do in a difficult situation?
Why is it important to have ethical values on the job?
How do people share their strengths and skills with others?
Why is it important for people to know how to advocate their personal strengths for career success?

Unit Measurable Learning Objectives:

The students will gather five items for a portfolio to be used in job seeking.
The student will complete a personal code of ethics form.
The student will complete an advocacy plan to develop a school policy for an ethical school culture.
The student will apply knowledge of self to development information to be used for post-secondary applications.
The student will integrate career knowledge and self-knowledge into a resume.
The student will design a presentation utilizing the knowledge gained about his/her educational plans and career choice highlighting his/her strengths to promote himself/herself for the world of work.

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Unit Instructional Strategies/Instructional Activities:

_____Direct (Structured Overview, Guided & Shared – reading, listening, viewing, thinking)
_____ Indirect
_____Experiential
_____Independent study (Learning Logs)
__X__Interactive Instruction (Brainstorming, Interviewing)

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 summative assessment for all units in the high school career development strand is **The Ultimate Experience for Seniors.** Students will create a media presentation chronicling their present career journey and showcasing their presentation to ninth grade students.

Brief Summary of Unit:

This unit addresses the concept of being a valued employee or employer – acting ethically and responsibly in any work environment. This unit will provide students with information and skills to resolve ethical issues in school and work situations as well as the skills actively seek and obtain employment.

Unit Goals and Objectives:

Students will apply personal, ethical and work habit skills, which contribute to job success and utilize appropriate job-seeking skills to obtain employment.

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

Ability to use computers for research, to develop portfolios and resumes and to compose presentations.

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Unit 1 Title: Getting a Job

Lesson Title: Career Portfolio **Lesson:** 1 of 5

Grade Level: 9

Length of Lesson: 55-70 minutes

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

Grade Level Expectations (GLEs):
CD.9.A.09: Identify situations which would compromise ethical habits in school or work situations.
CD.9.B.09: Identify and refine the job seeking skills needed to apply for volunteer or part-time jobs in the community.

American School Counselor Association (ASCA) National Standard:
Career Development:
B. Students will employ strategies to achieve future career goals with success and satisfaction.

Materials (include activity sheets and/ or supporting resources)

Career portfolio format for each student. This may be within a computer program or a format created by the counselor.

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

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

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will gather five items for a portfolio to be used in job seeking.

Lesson Formative Assessment (acceptable evidence):

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

Students will create a list of materials needed for career portfolio, and collect the information on their lists. Students will personalize their portfolios by identifying and organizing the categories and their "filing/retrieval system" in a way that fits individual learning styles. (Students are more likely to use a system that fits their unique style than they are to use a system developed by someone who approaches organization with a different style.)

Lesson Preparation

Essential Questions:
What is a portfolio? What are the benefits of having a portfolio?
How do people share their strengths and skills with others?

Engagement (Hook):
Show students an example of a portfolio or counselor's portfolio.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor shows his/her portfolio or an example of one.	1. Students observe the components of a portfolio.
2. Students are instructed to list items that they need to include in their career portfolio. Suggested items (not a comprehensive list): a. Personal Plan of Study b. Personal mission statement(s) c. Evidence of skill development d. Reflection papers e. Post-secondary education training options f. and there are many more …	2. Students will brainstorm a list of materials they need to include in their portfolio.
3. Students are instructed to determine a method for collecting and organizing the information, e g.: file box with dividers and	3. Students put a copy of their Personal Plan of Study plan in the portfolio and any other information they have already

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folders; a cardboard box, loose-leaf binders for each subject or an electronic file. Counselor instructors students to bring portfolio to be stored in a central location	collected.
4. Students are instructed to begin writing their personal mission statement(s). Project example of Stephen R. Covey's personal mission statement: "To inspire, lift and provide tools for change and growth of individuals and organizations throughout the world to significantly increase their performance capability in order to achieve worthwhile purposes through understanding and living principle-centered leadership."	4. Students begin writing their personal mission statement(s).
5. Students are instructed to continue to collect information for their portfolio as they continue through high school. Classroom guidance lessons will include processes and products that will be included; however, the portfolio is developed "By the Student—For the Student" and will require the students to think creatively about how best to represent themselves.	5. Students will keep their portfolio in a central location (home room or counselor's office).

Teacher Follow-Up Activities

Check with students and help them identify items to put into their portfolio as they continue through high school.

Counselor reflection notes (completed after the lesson)

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COURSE INTRODUCTION:

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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.

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

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

UNIT DESCRIPTION: Getting a Job This unit addresses the concept of being a valued employee or employer – acting ethically and responsibly in any work environment. It will provide students with information and skills to resolve ethical issues in school and work situations as well as the skills actively seek and obtain employment.	**SUGGESTED UNIT TIMELINE:** 5 Lessons **CLASS PERIOD (min.):** 55-70 minutes each

ESSENTIAL QUESTIONS:

1. What is a portfolio? What are the benefits of having a portfolio?
2. How do people share their strengths and skills with others?
3. What are ethics?
4. What guides us when we don't know what to do in a difficult situation?
5. Why is it important to have ethical values on the job?
6. How do people share their strengths and skills with others?
7. Why is it important for people to know how to advocate their personal strengths for career success?

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		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
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		CD.9.B.10: Compare and contrast the post-secondary application process to the job application process. CD.9.A.11:: Demonstrate the steps which can be used to resolve ethical issues related to school or work situations. CD.9.B.11: Refine and utilize a portfolio, which may be used for a variety of post-secondary opportunities. CD.9.A.12.: Apply personal, ethical, and work habit skills that contribute to job success. CD.9.B.12: Utilize appropriate job-seeking skills to obtain employment.				DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 4 DOK Level - 4
2. The student will complete a personal code of ethics form.		CD.9.A.09 CD.9.B.09 CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12.		Sl.9-10.1 Sl.9-10.4 Sl.9-10.6 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	CD B CD C	DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 4 DOK Level – 4
3. The student will complete an advocacy plan		CD.9.A.09 CD.9.B.09		Sl.9-10.1 Sl.9-10.4	C D B CD C	DOK Level – 3 DOK Level – 3

to develop a school policy for an ethical school culture.		CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12		Sl.9-10.6 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6		DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 4 DOK Level – 4
4. The student will apply knowledge of self to development information to be used for post-secondary applications.		CD.9.A.09 CD.9.B.09 CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12		Sl.9-10.1 Sl.9-10.4 Sl.9-10.6 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	C D B CD C	DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 4 DOK Level – 4
5. The student will integrate career knowledge and self-knowledge into a resume.		CD.9.A.09 CD.9.B.09 CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12		W.11-12.4 W.11-12.5 W.11-12.6 SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	C D B CD C	DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 4 DOK Level – 4
6. The student will design a presentation utilizing the knowledge gained about his/her educational plans and career choice highlighting his/her strengths to promote himself/herself for the world of work.		CD.9.A.09 CD.9.B.09 CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12		Sl.9-10.1 Sl.9-10.4 Sl.9-10.6 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	C D B CD C	DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 4 DOK Level – 4
ASSESSMENT DESCRIPTIONS*:						

The summative assessment for all units in the high school career development strand is **The Ultimate Experience for Seniors**. Students will create a media presentation chronicling their present career journey and showcasing their presentation to ninth grade students.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X___ Direct __X___ Indirect __X___ Experiential __X___ Independent study __x__ Interactive Instruction
1 2 3 4 5 6	See Lessons: Lesson #1: Career Portfolio (Grade 9) Lesson #2: Personal Code of Ethics (Grade 10) Lesson #3: Completing Applications (Grade 10) Lesson #4: The Resume (Grade 11) Lesson #5: The Ultimate Senior Career Project (Grade 12)X
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4 5 6	See Lessons: Lesson #1: Career Portfolio (Grade 9) Lesson #2: Personal Code of Ethics (Grade 10) Lesson #3: Completing Applications (Grade 10) Lesson #4: The Resume (Grade 11) Lesson #5: The Ultimate Senior Career Project (Grade 12)X

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching (Ls. 3) _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion (Ls. 3, 4) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling (Ls. 5) _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages (Ls. 3) _____ Correspondence Lessons _____ Learning Contracts _____ Homework	_____ Debates _____ Role Playing _____ Panels __x___ Brainstorming (Ls. 1) _____ Peer Partner Learning (Ls. 4) __x___ Discussion (Ls. 2) _____ Laboratory Groups __x___ Think, Pair, Share (Ls. 2) __x___ Cooperative Learning

				_____ Research Projects (Ls. 5) _____ Assigned Questions _____ Learning Centers	(Ls. 2) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit #1 Title: Who Am I And How Do I Fit Into The World? **Grade Level:** 9-12

Number of Lessons in Unit: 4

Time Required for each lesson: 50 minutes

Best time of year to implement this Unit: Beginning of the academic year.

Lesson Titles:

9th Grade Lesson # 1: Juggling New Opportunities

Materials/Special Preparations Required:

- Tennis Balls for Juggling or Three Stacks of Paper Stacks
- Fan
- *Self-Concept Checklist*
- *Improving Your Self-Concept* worksheet
- School Club/Organization List – School generated
- *Roles: How Do They Impact Me and for What Am I Responsible* worksheet
- Chart paper sticky notes

10th Grade Lesson # 2: Positive Self Talk

Materials/Special Preparations Required:

- Mirror
- *Looking at Me in my Family, School and Community* worksheet

11th Grade: Lesson # 3: Assessing Self-Concept

Materials/Special Preparations Required:

- Scale
- Weights
- *My Self Concept Report Card*

12th Grade: Lesson #4: My Action Plan

Materials/Special Preparations Required:

- *Action Plan For Maintaining Who I Am*

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.1: Understanding Self as an Individual and a Member of a Diverse Local and Global Community.

Grade Level Expectations (GLEs):

PS.1.A.09: Develop skills needed to maintain a positive self-concept. (DOK Level -2)

PS.1.B.09: Recognize increased roles and responsibilities of the individual within the family, school, and local community. (DOK Level - 2)

PS.1.C.09: Identify activities the individual might participate in to become a contributing member of a school community. (DOK Level -3)

PS.1.A.10: Implement skills necessary to exhibit and maintain a positive self-concept. (DOK Level -3)

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PS.1.B.10:	Prioritize roles and responsibilities and implement strategies to balance family, school, work, and local communities. (DOK Level - 3)
PS.1.C.10:	Identify and participate in activities that help the individual student become a contributing member of a global community. (DOK Level - 3)
PS.1.A.11:	Practice and modify the skills necessary to exhibit and maintain a positive self-concept. (DOK Level - 3)
PS.1.B.11:	Identify and utilize resources to help balance family, school, work, and local community roles. (DOK Level - 3)
PS.1.C.11:	Build upon activities and experiences that help the individual student become a contributing member of a global community. (DOK Level - 3)
PS.1.A.12:	Utilize the skills necessary to exhibit and maintain a life-long positive self-concept. (DOK Level - 4)
PS.1.B.12:	Exhibit the ability to balance personal, family, school, community, and work roles. (DOK Level - 4)
PS.1.C.12:	Exhibit the personal characteristics of a contributing member of a diverse community. (DOK Level - 4)

American School Counselor Association (ASCA) National Standard:
Personal Social Development

A. Students will acquire the knowledge, attitude, 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 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 8. Assess costs, benefits and other consequences of proposed solutions.
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

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

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

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X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Unit Essential Questions:

Who are you? And what makes a person fit into his or her world?

Unit Measurable Learning Objectives:

The student will determine: at least five characteristics of his/her self-concept identifying whether each would be positive or negative; at least five ways to improve or maintain his/her positive self-concept; and identify their roles and responsibilities as a family member, school members, and community member.
The student will identify at least three roles he/she has at home, school, and in the community and one responsibility for each role**.**
The student will identify at least two ways to improve or maintain his/her self-concept.
The student will write a reflective essay addressing at least four ways of maintaining and/or his/her self-concept.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Compare and Contrast)
__X__ Indirect (Problem Solving; Case Study; Reflective Discussion, Writing to Inform)
__X__ Experiential (Simulation; Surveys)
__X__ Independent Study (Learning Contracts)
__X__ Interactive Instruction (Brainstorming; Discussion)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will gain insight into their self-concepts by completing surveys and worksheets in order to complete an "Action Plan for Maintaining Who I Am" worksheet.

Brief Summary of Unit:
The maintenance action plan provides students with an activity to show their previous years of personal growth and a plan to maintain positive growth.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Knowledge of their individual roles for family, school, work and community
Skills to maintain and improve their self-concept
Recognition of personal ways for the individual to contribute as a member of their community

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Unit #1 Title: Who Am I and How Do I Fit Into the World?

Lesson Title: Positive Self Talk **Lesson** 2 of 4

Grade Level: 10

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

Grade Level Expectations (GLESs):
PS.1.A.10: Implement skills necessary to exhibit and maintain a positive self-concept.
PS.1.B.10: Prioritize roles and responsibilities and implement strategies in order to balance family, school, work and local communities.
PS.1.C.10: Identify and participate in activities that help the individual student become a contributing member of a global community.

American School Counselor Association (ASCA) National Standard:
Personal and Social Development
A. Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.
B. Students will make decisions, set goals and take necessary action to achieve goals.

Materials (include activity sheets and/ or supporting resources)

Mirror
Looking at Me in My Family, School and Community worksheet

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

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 8. Assess costs, benefits and other consequences of proposed solutions.
X	Goal 4: Make decisions and act as responsible members of society 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)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify at least three roles he/she has at home, school, and in the community and one responsibility for each role.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will complete the "Looking At My Roles in My Family, School, and Community" worksheet.

Lesson Preparation

Essential Questions:
What are some ways a positive self-concept would benefit you?
How do people manage all the responsibilities and demands on their time?
How do people make the world a better place?

Engagement (Hook):
Presenter enters the room with a mirror and begins a self-dialogue with self in the mirror about how worthy one is. Presenter will accentuate the idea of how good he/she is by listing positive personal characteristics.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Lead a discussion on self-talk. Ask for examples.	1. Students give examples of things they say to themselves.
2. Talk about the messages that families communicate to each other.	2. Have students give examples.
3. Distribute "Looking At Me In My Family, School, and Community" worksheet.	3. Students write about their roles in their family, school and community.
4. Ask for volunteers to talk about their roles in their family, school, and community.	4. Students volunteer answers.
5. Lead discussion on characteristics that best fit into students' roles in the family, school, and community.	5. Students will give their opinions about characteristics that will help them fit into their different roles.

Teacher Follow-Up Activities

Teacher could observe the roles that students play in the classroom and point out responsibilities of those roles.

Counselor reflection notes (completed after the lesson)

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Name: _____
Date: _____

Looking at My Roles in My Family, School, and Community

1. What roles do you play in your family? (Name at least 3) What responsibilities go along with those roles?

2. What roles do you play in your school? (Name at least 3) What responsibilities go along with those roles?

3. What roles do you play in your community? (Name at least 3) What responsibilities go along with those roles?

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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: Who Am I And How Do I Fit Into The World? The maintenance action plan provides students with an activity to show their previous years of personal growth and a plan to maintain positive growth.	**SUGGESTED UNIT TIMELINE:** 4 Lessons **CLASS PERIOD (min.):** 50 minutes each

ESSENTIAL QUESTIONS:
Who are you? And what makes a person fit into his or her world?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will determine: at least five characteristics of his/her self-concept identifying whether each would be positive or negative; at least five ways to improve or maintain his/her positive self-concept; and identify their roles and responsibilities as a family member, school members, and community member.		PS.1.A.09: Develop skills needed to maintain a positive self-concept. PS.1.B.09: Recognize increased roles and responsibilities of the individual within the family, school, and local community. PS. 1.C.09 Identify activities the individual might participate in to become a contributing member of the		W.9-10.2 W.9-10.4 W.9-10.10 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others. P/SD B. Students will make decisions, set goals and take necessary action to achieve goals.	Level 2 Level 2 Level 3

		school community. PS. 1.A.10: Implement skills necessary to exhibit and maintain a positive self-concept. PS.1.B.10: Prioritize roles and responsibilities and implement strategies to balance family, school, work, and local communities. PS.1.C.10: Identify and participate in activities that help the individual student become a contributing member of the global community. PS.1.A.11: Practice and modify the				Level 3 Level 3 Level 3 Level 3

		skills necessary to exhibit and maintain a positive self-concept.				
		PS.1.B.11: Identify and utilize resources to help balance family, school, work, and local community roles.				Level 3
		PS.1.C.11: Build upon activities and experiences that help the individual student become a contributing member of a global community.				Level 3
		PS. 1.A.12: Utilize the skills necessary to exhibit and maintain a life-long positive self-concept.				Level 4

		PS.1.B.12: Exhibit the ability to balance personal, family, school, community, and work roles. PS.1.C.12: Exhibit the personal characteristics of a contributing member of a diverse community.				Level 4 Level 4
2. The student will identify at least three roles he/she has at home, school, and in the community and one responsibility for each role.		PS.1.A.09 PS.1.B.09 PS.1.C.09 PS.1.A.10 PS.1.B.10 PS.1.C.10 PS.1.A.11 PS.1.B.11 PS.1.C.11 PS.1.A.12 PS.1.B.12 PS.1.C.12		W.9-10.2 W.9-10.3 W.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	P/SD A P/SD B	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4
3. The student will identify at least two ways to improve or maintain his/her self-concept.		PS.1.A.09 PS.1.B.09 PS.1.C.09 PS.1.A.10 PS.1.B.10 PS.1.C.10 PS.1.A.11 PS.1.B.11		SL. 11-12.1 SL. 11-12.4 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	P/SD A P/SD B	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 3

		PS.1.C.11 PS.1.A.12 PS.1.B.12 PS.1.C.12				Level 3 Level 4 Level 4 Level 4
4. The student will write a reflective essay addressing at least four ways of maintaining and/or his/her self-concept.		PS.1.A.09 PS.1.B.09 PS.1.C.09 PS.1.A.10 PS.1.B.10 PS.1.C.10 PS.1.A.11 PS.1.B.11 PS.1.C.11 PS.1.A.12 PS.1.B.12 PS.1.C.12		W.11-12.2 W.11-12.4 SL. 11-12.1 SL. 11-12.4 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	P/SD A P/SD B	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4

ASSESSMENT DESCRIPTIONS*:
Students will gain insight into their self-concepts by completing surveys and worksheets in order to complete an "Action Plan for Maintaining Who I Am" worksheet.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X___ Direct __X___ Indirect __X___ Experiential __X___ Independent study __X___ Interactive Instruction
1 2 3 4	See Lessons: 9th Grade Lesson 1 Juggling New Opportunities 10th Grade Lesson 2 Positive Self Talk 11th Grade Lesson 3 Assessing Self-Concept 12th Grade Lesson 4 My Action Plan
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	See Lessons: 9th Grade Lesson 1 Juggling New Opportunities 10th Grade Lesson 2 Positive Self Talk 11th Grade Lesson 3 Assessing Self-Concept 12th Grade Lesson 4 My Action Plan

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

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit 1 Title: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level: 9-12

Number of Lessons in Unit: 7 (2 lessons per grade level 9th-11th)

Time Required for each lesson: 30-45 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

9th Grade: Lesson # 1 - The Clique

Materials/Special Preparations Required

- Pens
- Pencils
- *The Clique* student handout

9th Grade: Lesson # 2 - Bursting Stereotypes

Materials/Special Preparations Required

- 2-dozen multi-colored balloons inflated
- 2-dozen paper or tag board sentence strips, 2-inches wide by 12-inches long
- Thumbtacks (optional)
- Colored pencils or markers
- Common pin (safety)

10th Grade: Lesson # 3 - Listening Exercise

Materials/Special Preparations Required

- Pens
- Pencils
- *Listening Stems* activity sheet for each pair of students

10th Grade: Lesson # 4 - Origins: A simple word game (for use in human relations trainings)

This lesson is an adaptation of a lesson from www.tolerance.org (see lesson plan).

Materials/Special Preparations Required

- Timer
- Handouts printed on two different types of colored paper
- Three judges
- *Origins: A Simple Word Game for Use In Human Relations Training* handout
- *What Do These Words or Phrases Mean* handout

11th Grade: Lesson # 5 - Using Negotiation to Settle Difficulties

Materials/Special Preparations Required

- Black/White Board or an overhead projector
- Index cards
- Pens
- Pencils
- *Negotiating Skill Components* handout

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11th Grade: Lesson # 6 - Diversity Day

Materials/Special Preparations Required

List of performers and speakers (Partners in Education is a possible reference for resources), for example:

- Flamenco dancers/guitarist
- Country Line Dancers
- Irish Dancers
- Native American Flute Player
- Multicultural Storyteller
- Brazilian Musician
- Scottish Storyteller/Bagpipe player
- Square Dancers

Performance Areas with chairs and adequate space
Signs for each location
A/V equipment as needed
Publicity
Thank-you notes

12th Grade: Lesson # 7 - Managing Conflicts

Materials/Special Preparations Required

Managing Conflicts worksheet
Alternative for Solving Conflicts handout
Pens
Pencils

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.09: Demonstrate the ability to use interpersonal skills needed to maintain quality relationships. (DOK Level - 2)
PS.2.B.09: Explore cultural identity and world views within the community. (DOK Level - 2)
PS.2.C.09: Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills. (DOK Level - 3)
PS.2.A.10: Practice interpersonal skills in order to help maintain quality relationships. (DOK Level - 3)
PS.2.B.10: Promote acceptance and respect for cultural differences within the global community. (DOK Level - 3)
PS.2.C.10: Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others. (DOK Level - 3)
PS.2.A.11: Apply interpersonal skills needed to maintain quality relationships. (DOK Level - 3)
PS.2.B.11: Exhibit respect for different cultures and points of view. (DOK Level - 4)
PS.2.C.11: Accept personal responsibility in conflict situations. (DOK Level - 4)
PS.2.A.12: Exhibit the interpersonal skills to maintain quality relationships. (DOK Level - 4)
PS.2.B.12: Advocate respect for individuals and groups. (DOK Level - 4)
PS.2.C.12: Utilize and accept personal responsibility in relationships with others. (DOK Level - 4)

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American School Counselor Association (ASCA) National Standard:

Personal Social Development

A. Students will acquire the knowledge, attitude, 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.
C. Students will understand safety and survival skills.

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

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

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) 6. Participating in formal and informal presentations and discussions of issues and ideas 7. Identifying and evaluating relationships between language and culture
	Mathematics	
X	Social Studies	2. Continuity and change in the history of Missouri, the United States and the world 5. The major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment 6. Relationships of the individual and groups to institutions and cultural traditions 7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 4. Principles of movement and physical fitness 5. Methods used to assess health, reduce risk factors, and

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		avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts 2. The principles and elements of different art forms 3. The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts 4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines 5. Visual and performing arts in historical and cultural contexts

Unit Essential Questions:

Why is it important to embrace diversity?

Unit Measurable Learning Objectives:

The student will write a reflection on his/her experience with cliques including at least two advantages and disadvantages of cliques.
The student will write a journal entry including at least two things they have learned about stereotypes and at least one action he/she can take to combat stereotypes.
The student will write a journal entry identifying a least one action he/she can take to improve communication in one of his/her relationships.
The student will write a journal entry including at least one feeling and two thoughts about stereotypical sayings.
The student will make note of the 9 negotiating skills observed during role plays by circling the observed skills on the "Negotiating Skills Components" worksheet.
The student will demonstrate at least one negotiating skill in a role play situation.
The student will complete a reflection form following the performers and speakers answering the following: I learned that ……..; I wish I……; I want to ……..; In order to learn more about the cultural traditions I will ……
The student will complete the following reflection regarding the discussion about student relationships & conflicts: What did I learn about myself during this activity? Which of the alternatives for solving conflicts would I like to try more often?

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Demonstrations; Guided & Shared)
__X__ Indirect (Problem Solving; Reflection Discussion; Writing to Inform)
__X__ Experiential (Simulations; Games; Role-playing)
__X__ Independent Study (Journals, Research Projects)
__X__ Interactive Instruction (Role-playing; Peer Partner Learning; Discussion; Problem Solving)

Unit Summative Assessment (acceptable evidence):

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Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will research their racial identity/heritage and write a short essay, poem, song, or rap on their findings and will present this information to their peers.

Brief Summary of Unit:
Standard PS2 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 other 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.

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

1. Knowledge of interpersonal skills that will help maintain quality relationships
2. Knowledge of strategies that promote acceptance and respect of others within the global community
3. An awareness of personal responsibility in conflict situations

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Unit #1Title: Interacting With Others In Ways That Respect Individual and Group Differences

Lesson Title: Listening Exercise **Lesson** 3 of 7 (Total High School Lessons)

Grade Level: 10

Length of Lesson: 30 minutes

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.10: Practice interpersonal skills in order to help maintain quality relationships.
PS.2.C.10: Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others.

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

Materials (include activity sheets and/ or supporting resources)

Pens
Pencils
Listening Stems activity sheet for each student

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 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 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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

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

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	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Enduring Life Skill(s)

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 write a journal entry identifying at least one action he/she can take to improve communication in one of his/her relationships.

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.

Assessment will be via classroom discussion and personal journal entries.

Students will complete a journal entry regarding communication in relationships.

Lesson Preparation

Essential Questions:
What does a quality relationship look like and how is it maintained?
What does it mean to utilize and accept personal responsibility in relationships with others?

Engagement (Hook):
Instructor will construct a story with a number of specific details and play the "Telephone Game" where each student hears and repeats the story to the next person.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Instructor divides the group of students into pairs with each pair facing each other.	1. Students get into pairs, face each other, and determine who will be the first speaker and listener.
2. Instructor will distribute the *Listening Stems* activity sheet to each student. The instructor directs the speaker to talk to the listener for approximately 3 minutes, using the sentence stems as a stimulus. The instructor explains that the listener	2. Students will complete instructions given by instructor.

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should actively listen. When the speaker is finished, the listener should repeat to the speaker what he/she heard the speaker say. The speaker may challenge, correct, or accept the listener' perception.	
3. Instructor asks partners to reverse roles and gives the same instructions for the exercise.	3. Students reverse rolls and repeat listening activity.
4. Students and instructor will engage in a conversation focusing on communication problems, such as not listening, jumping to conclusions, and making assumptions. The instructor's guidance will include prompts to help students understand how interpersonal difficulties can arise and can create life-long rifts in relationships.	4. Students will actively engage in discussion – asking and responding to questions.
5. Lesson will culminate in a personal journal entry. Students will identify what they will do differently to improve communication in a specific relationship. The following questions may be used as journal prompts: • As a listener, did you have trouble repeating what your partner said? • Did you, as a listener, want to interrupt the speaker? • How would you evaluate your listening skills? • What did you learn about yourself?	5. Students will create an entry in their journals. See Formative Assessment for prompt.

Teacher Follow-Up Activities

Classroom teacher will be encouraged to reinforce concept that a good listener can help make and keep friends.

Counselor reflection notes (completed after the lesson)

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Listening Stems

Name: _____ Date: _____

I get angry when…_____

_____

I am happiest when…_____

_____

I am afraid when…_____

_____

I hold back my feelings when…_____

_____

I feel sorry for myself when…_____

_____

I avoid…_____

_____

I wish…_____

_____

I would like to learn more about …_____

_____

I get most irritated when…_____

_____

I care about…_____

_____

I get most excited about…_____

_____

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Unit #1 **Title:** Interacting With Others In Ways That Respect Individual and Group Differences

Lesson Title: Origins: A Simple Word Game For Use In Human Relations Trainings **Lesson** 4 of 7
Grade Level: 10

Length of Lesson: 30 - 45 minutes

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

Grade Level Expectation (GLE):
PS.2.B.10: Promote acceptance and respect for cultural differences within the global community

American School Counselor Association (ASCA) National Standard:
Personal Social Development

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

Materials (include activity sheets and/ or supporting resources)

Timer
Three judges
Instructions for "Origins: A Simple Word Game for Use in Human Relations Training
Definitions: Origins: What do these words or phrases mean?
Activity Sheet: Origins: What do these words or phrases mean?

Information pertaining to this activity may be found at the following location:
Teaching Tolerance
400 Washington Avenue
Montgomery, Alabama 36104
www.tolerance.org www.teachingtolerance.org

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 7. Evaluate the accuracy of information and the reliability of its sources
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.
Academic Content Area(s) **Specific Skill(s)**

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X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas 7. Identifying and evaluating relationships between language and culture
	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		Goal Setting		

Lesson Measurable Learning Objectives:

The student will write a journal entry including at least one feeling and two thoughts about stereotypical sayings.

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.
Subjective observation of the activity.

Lesson Preparation

Essential Questions:
Why is respect for self and others important?
Engagement (Hook):
Music and publicity over the announcements reflecting respect.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
Note: The specific instructions for this lesson may be found on the *Origins: A Simple Word Game for Use in Human Relations Training* handout. In advance, decide which words will be used for each round. Copying the word lists for each round on different colors of paper (e.g. Round One on yellow paper—Round Two on blue).	

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Choose three students to be judges and give each judge a set of instructions; put remaining students in groups of 5 - 6 people.	
1. Put words/phrases for Round One face down on the table and inform students they will have 4 minutes per round. Start the timer with 4 minutes.	1. Students will thoughtfully participate in "Origins" as either group participants or judges. For each round, students will give the common usage and origins of the words or phrases.
2. At the end of four minutes, students are instructed to put down their pens. Ask each group to read the answers for the first word. After each group has answered, read the explanation from the definition sheet. Each judge records the score on his or her score sheet. Continue activity with each word or phrase.	2. Students must come up with an answer even if they have never heard of the word or phrase. The judges will assign the points for each round.
3. Closure: Have students do a two-minute private writing regarding their thoughts and feelings as they discussed the words. Ask students to share their thoughts. Encourage students to monitor their words to show respect for others.	3. Students will complete a thoughtful 2 minute-writing in their journal. Students may volunteer to tell the class one of his/her thoughts.

Teacher Follow-Up Activities

Instructor gives students an opportunity to create other words that may have similar meanings as those expressed in the activity.

Counselor reflection notes (completed after the lesson)

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TEACHING TOLERANCE
www.teachingtolerance.org

Instructions for Origins: A Simple Word Game for Use in Human Relations Training

Note to Instructor:

You need an inexpensive kitchen timer for this activity. Copying sheets on colored paper will make it easier for you to keep the question sheets for each round together. After handing out the instructions below to three randomly selected judges, the instructor does not need to do anything.

Instructions to Judges:

1. Put students in groups of 5-6 people.
2. Put questions for Round 1 face down at tables; start the timer with 4 minutes.
3. At the end of 4 minutes, tell the students to put down their pens. Ask each group to read its answer for 1. After each group has answered, read the answer from the definitions sheet. Each judge records the points on her/his score sheet. Continue doing this with each question. No one can challenge the judges' scores or ask to see the score sheets.
4. Repeat #2 with questions for Round 2, etc.
5. Add each judge's points on the board after each round and announce winners.

Instructions to Groups:

Each group will have 4 minutes for each round. For each round, give the common usage and origin of words or phrases on the sheet. You must come up with something even if you have no idea what it means. There are two possible points for the common usage and three possible points for the origin of the word or phrase. The judges will assign the points for each round.

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Activity Sheet: *Origins*: What Do These Words or Phrases Mean?

(Adapted from Sudie Hofmann's introduction to "*Origins".*
http://www.tolerance.org/teach/activities/activity.jsp?ar=657)

The word game *Origins* reveals the history and prejudice of many words or expressions commonly used in the United States. We use these words or phrases everyday without thinking about their original meaning. If we knew the origin of the words, would we use them? This game will help you decide for yourself.

Following is a list of words – Describe their common usage and their origins (if you don't know the usage or the origin, make up something that seems "right").

General Rules: Three judges will be selected from the class; the rest of you will work in small groups. There will be two rounds (your instructor will tell you which words from the list are included in each round); during each round you will have four (4) minutes to work together and write the common usage and origin for the designated words (you MUST write an answer -- even if you have no idea of the meaning or origin—make one up!); at the end of four (4) minutes, groups will report their answers.

Earning Points: Two (2) possible points for the common usage; three (3) possible points for the origin of the word or phrase. Judges will award points.

At the end of each round, the judges will read the actual definitions and origins of the terms from the key.

1. Gypped

Common usage: _____

Origin: _____

2. **Jew you down**

Common usage: _____

Origin: _____

3. Mulatto

Common usage: _____

Origin: _____

4. Lame

Common usage: _____

Origin: _____

5. Hick

Common usage: _____

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Origin: _____

6. Evil eye

Common usage: _____

Origin: _____

7. Iron Maiden

Common usage: _____

Origin: _____

8. Indian giver

Common usage: _____

Origin: _____

9. Paddy Wagon

Common usage: _____

Origin: _____

10. Russian roulette

Common usage: _____

Origin: _____

11. Hag

Common usage: _____

Origin: _____

12. Chinese fire drill

Common usage: _____

Origin: _____

13. Chinese home run/Harlem home run

Common usage: _____

Origin: _____

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14. Jaywalking

Common usage: _____

Origin: _____

15. Bury the Hatchet

Common usage: _____

Origin: _____

16. Bedlam

Common usage: _____

Origin: _____

17. Corny

Common usage: _____

Origin: _____

18. Hold down the fort

Common usage: _____

Origin: _____

19. Welsh (verb)

Common usage: _____

Origin: _____

20. Low person on the totem pole

Common usage: _____

Origin: _____

21. Indian summer

Common usage: _____

Origin: _____

22. Dutch bargain

Common usage: _____

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Origin: _____

23. Dutch treat

Common usage: _____

Origin: _____

24. Redneck

Common usage: _____

Origin: _____

25. Gypsy Cab

Common usage: _____

Origin: _____

26. On the Warpath

Common usage: _____

Origin: _____

What do you think? Now that you know the origins of these words and phrases, will you continue to use them? What words might you use instead?

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Teaching Tolerance
www.teachingtolerance.org

Definitions: *Origins*: What Do These Words or Phrases Mean?

1. GYPED
Common usage: One has been cheated.
Origin: Belief that Gypsies (Hindu people from East India & Balkan states) will cheat you or steal from you.

2. JEW YOU DOWN
Common usage: Hard negotiation to lower a price.
Origin: Belief that Jewish people are cheap and unethical in business. Longstanding literary references promote stereotypes that relate Jewish people to the practices of money changing usury.

3. MULATTO
Common usage: One African American parent and one White Parent.
Origin: Spanish word for a mule, which is the sterile offspring of a horse and a donkey. There is some evidence that it is also an Arabic word.

4. LAME
Common usage: A statement or behavior that is foolish or not well reasoned.
Origin: Belief that someone with a disability is incompetent of stupid.

5. HICK
Common usage: To describe something that is unsophisticated, outdated or stupid.
Origin: 16th century nickname for the given name Richard. Refers to a person who lives in the country.

6. EVIL EYE
Common usage: Evil or dirty look.
Origin: Belief in Europe and the Middle East that women could possess and evil eye, especially common in European witch trials.

7. IRON MAIDEN
Common usage: Tough, humorless woman.
Origin: Large metal enclosure coffin shaped and lined with iron spikes. Used during witch trials to torture and kill woman suspected of being witches.

8. INDIAN GIVER
Common usage: Taking back a gift.
Origin: Indigenous American communities had a different concept of ownership; the focus was on sharing or trading. Things given to the colonists by Native Americans may have been reclaimed from colonists if they did not reciprocate.

9. PADDY WAGON
Common usage: Police van.
Origin: Derogatory term for Irish people based on the Irish name of Padaig. Although, in the past, many police officers on the East Coast were Irish, some also contend that this was a cart used to round up Irish immigrants for disorderly behavior.

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10. RUSSIAN ROULETTE
Common usage: Potentially fatal game of dare with a revolver, which applies the concept of roulette.
Origin: Belief that Russian culture is fatalistic.

11. HAG
Common usage: Ugly or old woman.
Origin: Holy woman. Derived from Egyptian heq, meaning matriarchal ruler..

12. CHINESE FIRE DRILL
Common usage: All occupants of a car stopped at a traffic light quickly exit the car, run around the vehicle, and return to the car through the same door.
Origin: Belief that Chinese culture is chaotic ant the implication is that Chinese people are stupid and would run back into a burning building.

13. CHINESE HOME RUN/HARLEM HOME RUN
Common usage: Perceived unfair homerun because of a mythical short fence around the field.
Origin: Stereotype originated in California, based on the reality that Chinese labor was cheap and the expression eventually meant "cheap shot." Sportswriters have also referred to some homeruns as homer foo you, chow mein smash, and egg roll bingle.

14. JAY WALKING
Common usage: Violating pedestrian laws.
Origin: Belief that a jay, a person uneducated about city life, was incapable of crossing the street legally.

15. BURY THE HATCHET
Common usage: To settle one's differences..
Origin: A 14th century British song titled "Hong up then hatchet ant thi knyf." No historical usage by Indigenous people of North America.

16. BEDLAM
Common usage: Noise and chaos.
Origin: Term derived from Bethlehem, a London institution for people with mental disabilities.

17. CORNY
Common usage: Stupid or comical ideas or behavior.
Origin: Belief that rural people, particularly people from farms, are foolish and uneducated.

18. HOLD DOWN THE FORT
Common usage: Stay behind and manage the affairs of the office or home.
Origin: Protect the forts (military term for fortifying the building) of European American colonists against attacks by Indigenous people.

19. WELSH (VERB)
Common usage: Renege on an agreement or promise.
Origin: Nursery rhyme "Taffy was a Welshman, Taffy was a thief." Later extended to refer to English bookies who fled to Wales to avoid paying bettors.

20. LOW PERSON ON THE TOTEM POLE
Common usage: Used by non-Indigenous people to indicate that a person is low in seniority or significance in an organization.

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Origin: American Indian culture and positions of clan members on a totem, e.g. Bears on the bottom for strength and Eagles on the top for flight. Balance and equality were stressed.

21. INDIAN SUMMER
Common usage: Unusually warm days in the fall.
Origin: Belief that American Indians engage in deceit and trickery in their dealings with British colonists. Indian Summer is a false summer. Indian is used in several contexts to denote something that is cheap or false, witness Indian-giver and Indian-corn. Also supporting this idea is the British phrase St. Martin's Summer referring to the same meteorological phenomenon. St. Martin suggests something cheap or false, primarily because dealers in cheap jewelry gathered at the location of London's Church of St. Martin-de-Grand after it was torn down in the 16th century. St. Martin's day is 11 November, which often corresponds to the spell of warm weather. (From http://www.wordorigins.org)

22. DUTCH BARGAIN
Common usage: Appears to be a bargain, but is in fact a bad investment.
Origin: Belief that people from Holland are unethical and will attempt to sell something of little worth to unsuspecting customers.

23. DUTCH TREAT
Common usage: Each person pays for her/himself when out for dinner or entertainment.
Origin: Belief that originated in England and perpetuated the stereotype that people from Holland are uncharitable or cheap.

24. REDNECK
Common usage: A white male who has unenlightened, narrow, and racist views.
Origin: Belief that white men who do day labor (sunburned neck) hold prejudiced views and are uninformed about social issues.

25. GYPSY CAB
Common usage: A taxi cab which picks up illegal fares, i.e. is only licensed to respond to calls but illegally searches the streets for passengers.
Origin: Belief that gypsies (Rumanies – Hindu ethnic group of East Indians living in Balkan states and the U.S.) steal and engage in unlawful activities.

26. ON THE WARPATH
Common usage: Description of someone who is engaging in angry, confrontational behavior.
Origin: Reference to American Indians waging war.

SOURCES:
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Morris, W. & Morris, M. (1977) *Morris Dictionary of Word and Phrase Origins*. New York: Harper & Row.
Walker, B. (1983). The Woman's Encyclopedia of Myths and Secrets. New York: Harper & Row.
Wilton, D. (2004). *Word Myths: Debunking Linguistic Urban Legends*. New York: Oxford University Press.
www.members.aol.com/morelandc/haveorigins.htm
www.wordorigins.org

The author is interested in any dialogue regarding this exercise. Linguists recognize that words may have multiple origins and this could be true for any of the words used in the exercise. In addition, if you have suggestions for expanding this exercise, please contact the author (**Sudie Hofmann, St. Cloud State University, St. Cloud, MN)**

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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: : Interacting With Others in Ways That Respect Individual and Group Differences PS2 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 other 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.	**SUGGESTED UNIT TIMELINE:** 7 Lessons (grades 9-12) **CLASS PERIOD (min.):** 30 – 45 minutes each
ESSENTIAL QUESTIONS: 1. Why is it important to embrace diversity?	

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 on his/her experience with cliques including at least two advantages and disadvantages of cliques.		PS.2.A.09: Demonstrate the ability to use interpersonal skills needed to maintain quality relationships. PS.2.B.09: Explore cultural identity and world views within the community. PS.2.C.09: Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills.		W.9-10.1 W.9-10.2 W.9-10.3 W.9-10.4 SL9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.5	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others. P/SD B. Students will make decisions, set goals and take necessary action to achieve goals. P/SD C.	Level 2 Level 2 Level 3

		PS.2.A.10: Practice interpersonal skills in order to help maintain quality relationships.			Students will understand safety and survival skills.	Level 3
		PS.2.B.10: Promote acceptance and respect for cultural differences within the global community.				Level 3
		PS.2.C.10: Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others.				Level 3
		PS.2.A.11: Apply interpersonal skills needed to maintain quality relationships.				Level 3
		PS.2.B.11: Exhibit respect for different cultures and points of view.				Level 4

		PS.2.C.11: Accept personal responsibility in conflict situations. PS.2.A.12: Exhibit the interpersonal skills to maintain quality relationships. PS.2.B.12 Advocate respect for individuals and groups. PS.2.C.12: Utilize and accept personal responsibility in relationships with others.				Level 4 Level 4 Level 4 Level 4
2. The student will write a journal entry including at least two things they have learned about stereotypes and at least one action he/she can take to combat stereotypes.		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10. PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		W.9-10.2 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4

3. The student will write a journal entry identifying a least one action he/she can take to improve communication in one of his/her relationships.		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10 PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		W.9-10.2 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4
4. The student will write a journal entry including at least one feeling and two thoughts about stereotypical sayings.		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10 PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		W.9-10.2 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4
5. The student will make note of the 9 negotiating skills observed during role plays by circling the observed skills on the "Negotiating Skills Components" worksheet.		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10 PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12. PS.2.C.12.		SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.5	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4
6. The student will demonstrate at least one negotiating skill in a role play situation.		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10		W.11-12.3 SL.11-12.1 L.11-12.1 L.11-12.2	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3

		PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		L.11-12.3 L.11-12.5		Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4
7. The student will complete a reflection form following the performers and speakers answering the following: I learned that ……..; I wish I……; I want to ……..; In order to learn more about the cultural traditions I will ……		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10 PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		W.11-12.1 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.10 SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4
8. The student will complete the following reflection regarding the discussion about student relationships & conflicts: What did I learn about myself during this activity? Which of the alternatives for solving conflicts would I like to try more often?		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10 PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		W.11-12.3 SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.5	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4

ASSESSMENT DESCRIPTIONS*:
Students will research their racial identity/heritage and write a short essay, poem, song, or rap on their findings and will present this information to their peers.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X___ Direct __X___ Indirect __X___ Experiential __X___ Independent study

	__X___ Interactive Instruction
1 2 3 4 5 6 7 8	See Lessons: 9th Grade: Lesson 1 - The Clique 9th Grade: Lesson 2 - Bursting Stereotypes 10th Grade: Lesson 3 - Listening Exercise 10th Grade: Lesson 4 - Origins: A simple word game (for use in human relations trainings) 11th Grade: Lesson 5 - Using Negotiation to Settle Difficulties 11th Grade: Lesson 6 - Diversity Day 12th Grade: Lesson 7 - Managing Conflicts
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4 5 6 7 8	See Lessons: 9th Grade: Lesson 1 - The Clique 9th Grade: Lesson 2 - Bursting Stereotypes 10th Grade: Lesson 3 - Listening Exercise 10th Grade: Lesson 4 - Origins: A simple word game (for use in human relations trainings) 11th Grade: Lesson 5 - Using Negotiation to Settle Difficulties 11th Grade: Lesson 6 - Diversity Day 12th Grade: Lesson 7 - Managing Conflicts

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions ___X___ Demonstrations Ls 5, 6 ___X___ Guided & Shared - reading, listening, viewing, thinking Ls 4	___X___ Problem Solving Ls 5, 6, 7 _____ Case Studies _____ Reading for Meaning _____ Inquiry ___X___ Reflective Discussion Ls 2, 4 ___X___ Writing to Inform Ls 8 _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments ___X__ Simulations Ls 1,3 ___X___ Games Ls 4 _____ Storytelling _____ Focused Imaging _____ Field Observations ___X___ Role-playing Ls 5 _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction ___X___ Journals Ls 1, 2, 3, 4 _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework ___X___ Research Projects Ls 8 _____ Assigned Questions _____ Learning Centers	_____ Debates ___X___ Role Playing Ls 5 _____ Panels _____ Brainstorming ___X___ Peer Partner Learning Ls 3 ___X___ Discussion Ls 3, 4, 5, 6, 7 _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw ___X___ Problem Solving Ls 5, 6, 7 _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit #1 Title: Personal Safety Skills and Coping Strategies **Grade Level:** 9-12

Number of Lessons in Unit: 5 (2-9th grade lessons; 1 lesson each for 10th -12th grades)

Time Required for each lesson: 45-50 minutes

Best time of year to implement this Unit: Fall and/or Spring Semester

Lesson Titles:

9th Grade Lesson # 1: Safe and Healthy Life Choices (Part I)
Materials/Special Preparations Required:
Safe & Healthy Choices worksheet
List of local resources (e.g. Rape and Abuse Crisis Center, Alateen, etc.)

9th Grade Lesson # 2:Safe and Healthy Choices (Part II)
Materials/Special Preparation Required
Video Presentation or Presenter about making healthy choices
Presentation Review Assessment worksheet

10th Grade Lesson 3: Risk Taking Behaviors
Materials/Special Preparations Required
Video Presentation or Presenter about making healthy choices
Presentation Review Assessment worksheet

11th Grade Lesson # 4: Fatal Accident
Materials/Special Preparations Required
Docudrama or program provided by community emergency resources (e.g. highway patrol, police, fire department, hospital, etc)
Presentation Review Assessment worksheet
Presenters (e.g. highway patrolman, fireman, policeman, ambulance attendant, etc.)

12th Grade Lesson # 5: Community Wellness Fair
Materials/Special Preparations Required
List of community health and safety agencies
Envelopes and school letterhead
Thank-you notes
Tables
Chairs
Sign for each table to represent agency in attendance
Audio-visual equipment, as needed
Flyers announcing Wellness Fair
Hospitality Room with snacks for exhibitors
Newspaper article to promote community involvement
Wellness Fair Assessment worksheet

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Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectations (GLEs):
PS.3.A.09: Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices. (DOK Level - 2)
PS.3.A.10: Utilize decision-making skills to evaluate risk-taking behavior. (DOK Level - 3)
PS.3.A.11: Analyze the impact of personal decisions on the safety and health of self and others. (DOK Level - 4)
PS.3.A.12: Utilize decision-making skills to make safe and healthy life choices. (DOK Level - 4)
PS.3.B.09: Identify and utilize resources available to address personal safety issues. (DOK Level - 2)
PS.3.B.10: Evaluate and review resources that address personal safety issues. (DOK Level - 3)
PS.3.B.11: Demonstrate skills that reinforce a safe environment for all students. (DOK Level - 4)
PS.3.B.12: Advocate for the personal safety of self and others. (DOK Level - 4)
PS.3.C.09: Identify resources to help individuals cope with life changes or events. (DOK Level - 2)
PS.3.C.10: Analyze and refine individual coping skills to manage life-changing events. (DOK Level - 3)
PS.3.C.11: Apply individual coping skills to manage life-changing events. (DOK Level - 3)
PS.3.C.12: Exhibit coping skills to manage life-changing events. (DOK Level - 4)

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

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

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

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
X	Mathematics	3. Data analysis, probability and statistic
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
X	Science	2. Properties and principles of force and motion 3. Characteristics and interactions of living organisms. 8. Impact of science, technology and human activity on

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		resources and the environment.
X	Health/Physical Education	1. Structures of, functions of, and relationships among human body systems. 3. Diseases and methods for prevention, treatment and control. 5.Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations.
	Fine Arts	

Unit Essential Questions:

How do safe and healthy choices affect our lives?

Unit Measurable Learning Objectives:

The student will identify 5 safe and healthy (or unsafe and unhealthy) choices in high school and list at least two factors that influence his/her decision to make healthy (or unhealthy) choices.
The student will view and evaluate a presentation on healthy choices and write three related questions or thoughts he/she would like to explore further.
The student will view and evaluate a presentation on the dangers of risky behavior and write three related questions to explore.
The student will participate in and evaluate a presentation from an emergency response agency and write three related thoughts to explore.
The student will participate in the planning of – and/or involvement in – a wellness fair.

Unit Instructional Strategies/Instructional Activities:

__X_ Direct (Lecture; Explicit Teaching; Demonstrations)
____ Indirect
__X_ Experiential (Simulations)
__X Independent Study (Learning Centers)
__X Interactive Instruction (Discussion; Interviewing; Conferencing)

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.
Through simulation, students will demonstrate problem-solving and decision-making skills and advocate for healthy life choices.
Students will demonstrate positive coping skills in managing life events by utilization of community resources.

Brief Summary of Unit:
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 wellbeing, or when a life situation requires a new way of coping.

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

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Problem solving steps, and decision-making and refusal skills.

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Unit 1 **Title:** Personal Safety Skills and Coping Strategies

Lesson Title: Risk Taking Behaviors **Lesson** 3 of 5

Grade Level: 10

Length of Lesson: 45-50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectations (GLEs):
PS.3.A.10: Utilize decision-making skills to evaluate risk-taking behavior.
PS.3.B.10: Evaluate and review resources that address personal safety issues.
PS.3.C.10: Analyze and refine coping skills to manage life-changing events.

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

Materials (include activity sheets and/ or supporting resources)

Video or Presenter about healthy choices
Presentation Review Assessment worksheet

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

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

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
X	Health/Physical Education	5.Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations.
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving

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X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will view and evaluate a presentation on the dangers of risky behavior and write three related questions to explore.

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 utilize, evaluate, review, and refine decision-making skills referencing dangerous risk-taking behaviors; address personal/safety issues; and address management of life-changing events through discussion and written assessment.

Lesson Preparation

Essential Questions:

How do safe and healthy life choices affect our lives?

How is the knowledge of available resources used to manage life-changing events?

Engagement (Hook):

Are you at risk?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will introduce presenter or video.	1. Students will listen to introduction of presenter or video and write questions they have or hope to answer through the presentation.
2. Presenter will present or video will be shown.	2. Students will listen to presentation or watch video and take notes.
3. Counselor will facilitate follow-up discussion.	3. Students will participate in discussion in small groups.
4. Counselor will distribute *Presentation Review Assessment* worksheets.	4. Students will complete *Presentation Review Assessment* worksheet.

Teacher Follow-Up Activities

Teacher will inform counselor if student appears to be in need of assistance through appropriate resources.

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Counselor reflection notes (completed after the lesson)

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Presentation Review Assessment

(Circle yes or no)

Yes No 1. I can identify risk-taking behaviors.

Yes No 2. I have been involved in a risk-taking behavior.

Yes No 3. I know where to find resources to assist with personal safety issues.

Yes No 4. I know how to assist others in finding resources for life changing events.

Yes No 5. Today's program was helpful in addressing personal safety.

Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about …

-
-
-
-

Presentation Review Assessment

(Circle yes or no)

Yes No 1. I can identify risk-taking behaviors.

Yes No 2. I have been involved in a risk-taking behavior.

Yes No 3. I know where to find resources to assist with personal safety issues.

Yes No 4. I know how to assist others in finding resources for life changing events.

Yes No 5. Today's program was helpful in addressing personal safety.

Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about …

-
-

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Course Description:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: Personal Safety Skills and Coping Strategies 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, or when a life situation requires a new way of coping.	**SUGGESTED UNIT TIMELINE:** 5 Lessons **CLASS PERIOD (min.):** 45 - 50 minutes each

ESSENTIAL QUESTIONS:
1. How do safe and healthy choices affect our lives?

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 5 safe and healthy (or unsafe and unhealthy) choices in high school and list at least two factors that influence his/her decision to make healthy (or unhealthy) choices.		PS.3.A.09: Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices. PS.3.A.10: Utilize decision-making skills to evaluate risk-taking behavior. PS.3.A.11: Analyze the impact of personal decisions on the safety and health of self and others PS.3.A.12: Utilize decision-making skills to make safe and healthy life choices. PS.3.B.09: Identify and utilize resources			P/S D C: Students will understand safety and survival skills	Level 2 Level 3 Level 4 Level 4 Level 2

		available to address personal safety issues. PS.3.B.10: Evaluate and review resources that address personal safety issues. PS.3.B.11: Demonstrate skills that reinforce a safe environment for all students. PS.3.B.12: Advocate for the personal safety of self and others. PS.3.C.09: Identify resources to help individuals cope with life changes or events. PS.3.C.10: Analyze and refine individual coping skills to manage life-changing events. PS.3.C.11: Apply individual coping skills to manage life-changing events. PS.3.C.12: Exhibit coping skills to manage life-changing events.				Level 3 Level 4 Level 4 Level 2 Level 3 Level 3 Level 4

2. The student will view and evaluate a presentation on healthy choices and write three related questions or thoughts he/she would like to further explore.		PS.3.A.09 PS.3.A.10 PS.3.A.11 PS.3.A.12 PS.3.B.09 PS.3.B.10 PS.3.B.11 PS.3.B 12 PS.3.C.09 PS.3.C.10 PS.3.C.11 PS.3.C.12			P/S D C	Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 3 Level 4
3. The student will view and evaluate a presentation on the dangers of risky behavior and write three related questions to explore.		PS.3.A.09 PS.3.A.10 PS.3.A.11 PS.3.A.12 PS.3.B.09 PS.3.B.10 PS.3.B.11 Ps .3.B 12 PS.3.C.09 PS.3.C.10 PS.3.C.11 PS.3.C.12			P/S D C	Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 3 Level 4

4. The student will participate in and evaluate a presentation from an emergency response agency and write three related thoughts to explore.		PS.3.A.09 PS.3.A.10 PS.3.A.11 PS.3.A.12 PS.3.B.09 PS.3.B.10 PS.3.B.11 Ps .3.B.12 PS.3.C.09 PS.3.C.10 PS.3.C.11 PS.3.C.12			P/S D C	Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 3 Level 4
5. The student will participate in the planning of – and/or involvement in – a wellness fair.		PS.3.A.09 PS.3.A.10 PS.3.A.11 PS.3.A.12 PS.3.B.09 PS.3.B.10 PS.3.B.11 PS.3.B 12 PS.3.C.09 PS.3.C.10 PS.3.C.11 PS.3.C.12			P/S D C	Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 3 Level 4

ASSESSMENT DESCRIPTIONS:

Through simulation students will demonstrate problem solving and decision making skills and advocate for healthy life choices.
Students will demonstrate positive coping skills in managing life events by utilization of community resources.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X_ Direct _____ Indirect

	__X__Experiential __X__Independent study __X__Interactive Instruction
1 2 3 4 5	See Lessons: Lesson #1: Safe and Healthy Life Choices (Part 1) Lesson #2: Safe and Healthy Life Choices (Part 2) Lesson #3: Risk Taking Behaviors Lesson #4: Fatal Accident Lesson #5: Community Wellness Fair
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4 5	See Lessons: Lesson #1: Safe and Healthy Life Choices (Part 1) Lesson #2: Safe and Healthy Life Choices (Part 2) Lesson #3: Risk Taking Behaviors Lesson #4: Fatal Accident Lesson #5: Community Wellness Fair

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview __X___ Lecture (Ls. 1, 2, 3) __X___ Explicit Teaching (Ls. 1, 2, 3) _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions __X___Demonstrations (Ls. 4) _____ Guided & Shared - reading, listening, viewing, thinking	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments ___X__ Simulations (Ls.4) _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions ___5___Learning Centers (Ls. 5)	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning ___X__Discussion (Ls. 1) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups ___X__ Interviewing (Ls. 5) ___X__ Conferencing (Ls. 5)

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: Learning for Life **Grade Level:** 9-12

Number of Lessons in Unit: 6 (2 lessons each for grades 9, 10; 1 lesson each for grades 11, 12)

Time Required for each lesson: 1 to 2 class periods

Best time of year to implement this unit: Beginning of school year

Lesson Titles:

9th Grade Lesson 1: Study Skills Workshop

Materials/Special Preparations Required:

Personal Study Skills and Habit Review Survey

Study Skills Tip Sheet

MSCA Pointers for Students - Searching for Solutions: Improving Student Study Skills Call the Missouri School Counselor Association 1-800-264-6722 or email at msca@mvp.net for copies

9th Grade Lesson 2: Making Your Own Master Calendar

Materials/Special Preparations Required:

School year calendar

Optional - Blank Calendar

10th Grade Lesson 3: Strategies for Taking Standardized Timed Tests

Materials/Special Preparations Required:

Individual student reports from standardized tests

PLAN PowerPoint presentation

PSAT/NMSQT DVD presentation

(The *PLAN* PowerPoint may be downloaded from www.act.org/plan.index.html Information over the *PSAT* DVD presentation may found at www.collegeboard.com. Test Prep information may be downloaded from either website.)

10th Grade Lesson 4: Prioritizing Time

Materials/Special Preparations Required:

Student Planners/Calendars

Index cards

11th Grade Lesson 5: Progressing Toward Graduation

Materials/Special Preparations Required:

Personal Plans of Study and credit checks

12th Grade Lesson 6: Self-assessment of Self-Management, Study and Test-Taking Skills

Materials/Special Preparations Required:

AD4 Grades 9-12 Summative Self-Evaluation: Parts 1, 2, & 3

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Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying skills needed for educational achievement.

Grade Level Expectations (GLEs):

AD.4.A.09: Review and build upon educational skills necessary to progress toward life-long learning goals.(DOK - 3)
AD.4.B.09: Review and build upon a self-management system and adjust to increased academic demands. (DOK - 4)
AD.4.A.10: Assess and apply educational skills necessary to progress toward individual life-long learning goals.(DOK - 4)
AD.4.B.10: Assess and apply a self-management system to meet increased academic demands. (DOK - 4)
AD.4.A.11: Consistently utilize educational skills necessary to progress toward individual life-long learning goals. (DOK - 4)
AD.4.B.11: Consistently utilize a self-management system and adjust to increased academic demands. (DOK – 4)
AD.4.A.12: Achieve educational levels necessary to teach, maintain, and continue with individual life-long learning goals. (DOK - 4)
AD.4.B12: Exhibit self-management skills necessary for educational achievement. (DOK - 2)

American School Counselor Association (ASCA) National Standards:
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 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems

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	4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet 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 (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	3. Data analysis, probability and statistics 6. Discrete mathematics (such as graph theory, counting techniques, matrices)
X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
X	Science	7. Processes of scientific inquiry (such as formulating and testing hypotheses)
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How do people develop habits?

Unit Measurable Learning Objectives:

The student will evaluate personal study skills, using the *Personal Study Skills and Habits Review Survey* and *Study Skills Tip Sheet.*
The student will identify at least one study skill habit, which he/she views as a personal strength.
The student also will identify at least one study skill habit to improve upon in order to reach his/her goals.
The student will complete a personal master calendar for the current school year.
Using standardized test score reports, the student will evaluate personal academic strengths and weaknesses.
The student will list at least three ways he/she will use test information to improve academic skills and standardized test scores.
The student will apply the concept of time management by identifying his/her top four priorities/commitments; creating list of priorities/commitments; and identifying strategies for making sure priorities/commitments are scheduled.

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The student will compose a paragraph in which he/she identifies the post-secondary option he/she intends to pursue and identifies the steps needed to attain that goal.
The students will adjust high school planning to conform to post-secondary goals.
The student will write a personal essay in which he/she will consider and analyze the skills he/she has developed during his/her school experience to help him/her be a life-long learner.
The student will review and evaluate his/her *Personal Plan of Study* and credit check to ensure progression toward meeting graduation requirements and post-secondary goals.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Structured Overview, Compare & Contrast, Demonstrations)
_X_ Indirect (Problem-Solving, Inquiry, Reflective Discussion, Writing to Inform, Concept Attainment)
_X_ Experiential (Role-Playing, Surveys)
_X_ Independent Study (Essays)
_X_ Interactive Instruction (Role-Playing, Discussion, Think/Pair/Share, Problem-Solving)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The 3-part summative evaluation for the "Learning for Life" Unit is conducted in the 12th grade. The assessment is a culmination of the work that students have completed in prior grades and encourages students to reflect and project regarding the knowledge and skills required to successfully achieve their goals and continue as life-long learners. This evaluation is located at the end of the 12th grade lesson.

Brief Summary of Unit:
This unit will continue to develop and evaluate students' self-management, study and test-taking skills that they have obtained during their educational career. These skills will enable them to become life-long learners.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
It will be important for the students to be familiar with self-management, goal-setting, study and test-taking skills. They will need the ability for apply self-assessment processes.

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Unit 1 Title: Learning for Life

Lesson Title: Strategies for Taking Standardized Timed Tests **Lesson #** 3 of 6

Grade Level: 10

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying skills needed for educational achievement.

Grade Level Expectation (GLE):
AD.4.B.10: Assess and apply educational skills necessary to progress toward life-long learning goals.

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 a lifespan.

Materials (include activity sheets and/ or supporting resources)

Individual student reports from standardized tests
PLAN PowerPoint presentation (may be downloaded from www.act.org/plan.index.html)
PSAT/NMSQT DVD presentation (may found at www.collegeboard.com)
Test Prep information may downloaded from either website listed above

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
	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 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	6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	3. Data analysis, probability and statistics

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		6. Discrete mathematics (such as graph theory, counting techniques, matrices)
X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	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:

Using standardized test score reports, the student will evaluate personal academic strengths and weaknesses. The student will list at least three ways he/she will use test information to improve academic skills and standardized test scores.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students list or discuss possible ways to improve their test scores.

Lesson Preparation

Essential Questions:
How do study strategies lead to $$ (dollars) for post-secondary education?
What study strategies do I use in order to best prepare myself for standardized test?

Engagement (Hook):
Counselor leads a discussion of what programs colleges and universities use as their minimum cut off scores on standardized tests for scholarship money. Counselors can also bring in scholarship applications listing the criteria for earning those scholarships. Be sure to pay careful attention to the standardized test score requirements.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will present the minimum cut off scores for scholarship money as well as criteria for specific scholarships available.	1. Students will observe and look over the scholarship information.
2. Students' individual score reports will be handed out.	2. Students will look over their score reports.

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3. Counselor will begin a discussion about individual score reports. The use of the *PLAN* PowerPoint or *PSAT* DVD presentation may be used to enhance information.	3. Students participate in the discussion.
4. Counselor will discuss using individual test results to identify academic strengths and weaknesses. This knowledge will be used to develop a plan for improving academic skills as well as their standardized test scores.	4. Students will offer input as to ways to improve their own academic skills and standardized test scores.
5. Introduce websites (listed above in the Materials section) for students to visit.	5. If computers are available, students may access the test- prep websites. If not, test prep information from the test publisher may be given distributed to students.
6. Counselor will ask students to list at least 3 ways they will use knowledge about the importance of test scores and their individual results to help them improve their academic skills and their standardized test scores.	6. Students will list at least 3 ways they will use their test information to help themselves improve their academic scores and their standardized test scores.

Teacher Follow-Up Activities

Teachers can post notices listing upcoming testing dates for standardized tests.
Core area teachers may choose to put together a Prep Course in order to work with students to improve their academic skills and to improve their standardized test scores.

Counselor reflection notes (completed after the lesson)

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Unit 1 Title: Learning for Life

Lesson Title: Prioritizing Time **Lesson:** 4 of 6

Grade Level: 10

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying skills needed for educational achievement.

Grade Level Expectation (GLE):
AD.4.B.10: Assess and apply a self-management system to meet increased academic demands.

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 a lifespan.

Materials (include activity sheets and/ or supporting resources)

Student planners
Index Cards

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

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 4. Evaluate the processes used in recognizing and solving problems 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 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

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

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

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	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, document)
X	Science	7. Processes of scientific inquiry (such as formulating and testing hypotheses)
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will apply the concept of time management by identifying his/her top four priorities/commitments; creating list of priorities/commitments; and identifying strategies for making sure priorities/commitments are scheduled.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students will create a list of their top 4 time priorities/commitments.

Lesson Preparation

Essential Questions:
How do I avoid time conflicts in my daily schedule? What are my priorities?

Engagement (Hook): Role play an argument between the teacher and counselor in which one of them plays the role of the student and one plays the role of the teacher. The argument will center on the following scenario:

The student approaches the teacher wanting to miss a very important club/activity meeting after school due to the student having to work. The teacher will inform the student that missing the meeting means he or she will be kicked out of the club/activity due to too many absences. The student will get upset and storm away from the teacher.

This hook is designed to show students how lack of planning may set them up for conflicts.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. After the hook, ask students how the conflict could have been avoided.	1. Group discussion about ways the conflict could have been avoided.

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2. Ask students to recall and write (on an index card) a situation in which they were supposed to be in two places at one time and what they did.	2. Students will write a description of their situations and the action taken to resolve time conflict.
3. Put all responses in a hat and pull out a situation, volunteers will act out the situation. Alternative: Put students in groups of four. Each group has a different situation that is acted out before the other groups.	3. Students participate in/observe/discuss skits.
4. Discussion Questions: How did it feel to have the time conflict? How did the person decide which time demand to honor?	4. Group discussion, regarding priorities, commitments and decision-making.
5. Have students list their top 4 time priorities/commitments (e.g. family time, study time)	5. Make list of priorities/commitments and strategies for making sure priorities/commitments are met.
6. The priority/commitment lists may be collected and assessed. If collected, make copy and return copy to the students.	6. Students will turn in the list of their top 4 priorities.

Teacher Follow-Up Activities

Discuss specific class, work, family, and/or other time priorities.

Counselor reflection notes (completed after the lesson)

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Academic Development

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

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

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

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

UNIT DESCRIPTION: Learning for Life This unit will continue to develop and evaluate students' self-management, study and test-taking skills that they have obtained during their educational career. These skills will enable them to become life-long learners.	**SUGGESTED UNIT TIMELINE:** 6 (2 lessons each for grades 9, 10; 1 lesson each for grades 11, 12) **CLASS PERIOD (min.):** 1 to 2 class periods

ESSENTIAL QUESTIONS:

1. How do people develop habits?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will evaluate personal study skills, using the *Personal Study Skills and Habits Review Survey* and *Study Skills Tip Sheet.*		AD.4.A.09: Review and build upon educational skills necessary to progress toward life-long learning goals. AD.4.B.09: Review and build upon a self-management system and adjust to increased academic demands. AD.4.A.10: Assess and apply educational skills necessary to progress toward individual life-long learning goals. AD.4.B.10: Assess and apply a self-management system to meet increased academic demands.		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK 3 DOK 4 DOK – 4 DOK - 4

		AD.4.A.11: Consistently utilize educational skills necessary to progress toward individual life-long learning goals. AD.4.B.11: Consistently utilize a self-management system and adjust to increased academic demands. AD.4.A.12: Achieve educational levels necessary to teach, maintain, and continue with individual life-long learning goals. AD.4.B12: Exhibit self-management skills necessary for educational achievement.				DOK – 4 DOK – 4 DOK – 4 DOK - 2
2. The student will identify at least one study skill habit, which he/she views as a personal strength.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11 AD.4.A.12 AD.4.B12		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4 DOK – 4 DOK – 4 DOK – 4 DOK - 2
3. The student also will identify at least one study skill habit to improve upon in order to reach his/her goals.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4 DOK – 4 DOK – 4

		AD.4.A.12 AD.4.B12		L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6		DOK – 4 DOK - 2
4. The student will complete a personal master calendar for the current school year.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11 AD.4.A.12 AD.4.B12		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4 DOK – 4 DOK – 4 DOK – 4 DOK - 2
5. Using standardized test score reports, the student will evaluate personal academic strengths and weaknesses.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11 AD.4.A.12 AD.4.B12		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4 DOK – 4 DOK – 4 DOK – 4 DOK - 2
6. The student will list at least three ways he/she will use test information to improve academic skills and standardized test scores.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11 AD.4.A12 AD.4.B12		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4 DOK – 4 DOK – 4 DOK – 4 DOK - 2
7. The student will apply the concept of self-management by identifying his/her top four priorities/commitments; creating list of priorities/commitments; and identifying strategies for making sure priorities/commitments are scheduled.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11 AD.4.A.12 AD.4.B12		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4 DOK – 4 DOK – 4 DOK – 4 DOK - 2
8. The student will compose a paragraph in which he/she identifies the post-secondary option.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10		SL. 11-12.1 SL. 11-12.4 L.11-12.1 L.11-12.2 L.11-12.3	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4

		AD.4.A.11 AD.4.B.11 AD.4.A.12 AD.4.B12		L.11-12.4 L.11-12.5 L.11-12.6 W.11-12.1 W.11-12.3 W.11-12.4 W.11-12.9 W.11-12.10		DOK – 4 DOK – 4 DOK – 4 DOK - 2

ASSESSMENT DESCRIPTIONS*:

The 3-part summative evaluation for the "Learning for Life" Unit is conducted in the 12th grade. The assessment is a culmination of the work that students have completed in prior grades and encourages students to reflect and project regarding the knowledge and skills required to successfully achieve their goals and continue as life-long learners. This evaluation is located at the end of the 12th grade lesson.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x___ Direct __x___ Indirect __x___ Experiential __x___ Independent study __x___ Interactive Instruction
	See:
1	Lesson 1 Grade 9 Study Skills Workshop
2	Lesson 2 Grade 9 Making Your Own Master Calendar
3	Lesson 3 Grade 10 Strategies for Taking Standardized Timed Tests
4	Lesson 4 Grade 10 Prioritizing Time
5	Lesson 5 Grade 11 Progressing Toward Graduation
6	Lesson 6 Grade 12 Self Assessment of Self-Management, Study and Test-Taking Skills
7	
8	
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1	See:
2	Lesson 1 Grade 9 Study Skills Workshop
3	Lesson 2 Grade 9 Making Your Own Master Calendar
4	Lesson 3 Grade 10 Strategies for Taking Standardized Timed Tests

5 6 7 8	Lesson 4 Grade 10 Prioritizing Time Lesson 5 Grade 11 Progressing Toward Graduation Lesson 6 Grade 12 Self Assessment of Self-Management, Study and Test-Taking Skills				
	Direct: __x___ Structured Overview (Ls. 1) _____ Lecture __x___ Explicit Teaching (Ls. 3) _____ Drill & Practice __x___ Compare & Contrast (Ls. 3) _____ Didactic Questions __x___ Demonstrations (Ls. 2) _____ Guided & Shared - reading, listening, viewing, thinking	**Indirect:** __x___ Problem Solving (Ls. 2-3) _____ Case Studies _____ Reading for Meaning __x___ Inquiry (Ls. 5) __x___ Reflective Discussion (Ls. 3-5-6) __x__ Writing to Inform (Ls. 5) _____ Concept Formation _____ Concept Mapping __x___ Concept Attainment (Ls. 4-5-6) _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations __x___ Role-playing (Ls. 4) _____ Model Building __x___ Surveys (Ls. 1-6)	**Independent Study** __x___ Essays (Ls. 6) _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates __x___ Role Playing (Ls. 4) _____ Panels _____ Brainstorming _____ Peer Partner Learning ___x__ Discussion (Ls. 2-4-5) _____ Laboratory Groups ___x__ Think, Pair, Share (Ls. 6) _____ Cooperative Learning _____ Jigsaw ___x__ Problem Solving (Ls. 3-4) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

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

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

Unit #1 Title: Applying the Skills of Transitioning Between Educational Levels **Grade Level:** 9-12

Number of Lessons in Unit: 4 (one lesson each for 9, 10, 11, and 12)

Time Required for each lesson:
9th grade lesson will require 55 to 70 minutes
10th grade lesson will require 55 to 70 minutes
11th grade lesson will require 55 to 70 minutes
12th grade lesson will require 50 minutes per student

Best time of year to implement this Unit:
9th grade training will begin before the beginning of the freshmen year
10th grade during the first semester
11th grade any time during academic year
12th grade during the second semester

Lesson Titles:
9th Grade Lesson 1: Freshmen Mentor Program: Meeting My Mentor
(This program uses trained upper grade students to mentor freshmen throughout the 9th grade academic year.)
Materials/Special Preparations Required:
Trained mentors (Training should take place before activity)
Paper, pen, flip charts, markers
Interview Guidelines and *How Well Do You Know Your School?*

10th Grade Lesson 2: Exploration of Post-Secondary Options
Materials/Special Preparations Required:
Computer access for each student and/or several copies of college guides
Alumni of your school
Written instructions for navigating the selected program, such as Missouri Connections, Choices, or Discover (ACT) and a sample analysis sheet for chosen program or website where student may do a college search (www.act.org www.collegeview.com www.petersons.com)

11th Grade Lesson 3: Get Set For College (Duplicate Lesson for CD8, Unit 5, Lesson 3 of 4)
Materials/Special Preparations Required:
Get Set for College Scavenger Hunt
Pencil/pen
Get Set for College ACT booklet
To obtain your free ACT booklets contact 1-319-337-1000 or download materials at http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf.

12th Grade Lesson 4: 12th Grade Post-Secondary Checklist
Materials/Special Preparations Required

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Am I Ready… Activity Sheet
A list of your high school's graduation requirements
Pencil/pen
Students' Personal Plans of Study

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

Grade Level Expectations (GLEs):
AD.5.A.09: Apply information and skills necessary to transition into high school. (DOK Level - 3)
AD.5.A.10: Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options. (DOK Level - 4)
AD.5.A.11: Increase knowledge and refine skills in preparation for the senior year and post-secondary options. (DOK Level - 3)
AD.5.A.12: Utilize the achievement and performance skills necessary to transition to post-secondary options. (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.
B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
C. Students will understand the relationship of academics to the world of work and to life at home and in the community.

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 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 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 9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies 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

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	2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace
X	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 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 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 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	3. Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions 7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
	Fine Arts	

Unit Essential Questions:

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Why are healthy self care skills and behaviors necessary when adjusting to transitions?

Unit Measurable Learning Objectives:

Each freshman student will meet with their mentor for the interview to complete and discuss the *How Well Do You Know Your School* worksheet and the interview guidelines worksheet.

The student will make a list of 2-3 post secondary options and required information necessary for application. Students will write an essay about their transitional needs.

The student will complete the *Get Set for College* scavenger hunt and discuss with classmates.

The student will complete *Am I Ready* checklist/activity sheet, using their Personal Plan of Study.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Compare & Contrast; Demonstrations; Guided & Shared reading, listening, viewing, thinking)
_X_ Indirect (Problem Solving)
___ Experiential
_X_ Independent Study (Essays)
_X_ Interactive Instruction (Panels; Brainstorming; Discussion, Think, Pair, Share; Interviewing)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Counselor will meet individually with seniors during the second semester of their senior year. Counselor and student will complete a post-secondary checklist. (See appendix.)

Brief Summary of Unit:

This unit gives counselors the tools to help students successfully transition into high school, through high school, and beyond.

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

Students will need to have and understand their four year-plan and applicable vocabulary.

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Unit #1 Title: Applying the Skills of Transitioning Between Educational Levels

Lesson Title: Exploration of Post-Secondary Options **Lesson:** 2 of 4

Grade Level: 10

Length of Lesson: 55-70 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.10: Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options.

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.
- C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

Materials (include activity sheets and/ or supporting resources)

Computer access for each student and/or several copies of college guides
Alumni of your school
Written instructions for navigating the selected program, such as Missouri Connections, Choices, or Discover (ACT) and a sample analysis sheet for chosen program. Or websites where student may do a college search (www.act.org www.collegeview.com www.petersons.com).

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 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will make a list of 2-3 post secondary options and required information necessary for application. Students will write an essay about their transitional needs.

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.

Assessment of this lesson will be through analysis and discussion of personal computer print out from various inventories such as Missouri Connections, PLAN, ASVAB, Choices, Discover, etc.
Complete a list of personal options and requirements to transition into those options.

Lesson Preparation

Essential Questions:

How will my life be different this year?

Engagement (Hook):

Have two or three alumni of your school explain how they chose the college or school they are attending.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. With the class, develop a list of personal information about the applicant a college or employer may require. Some suggestions are: • GPA • Class rank • ACT/SAT scores	1. Students will brainstorm information a college or employer may require.

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• High school curriculum • Extracurricular and community activities • Honors and awards earned • Work experience • Community service/volunteerism • Leadership positions • Essay • Resume	
2. Ask students to discuss post-secondary choices (i.e., four year universities, employment, community college, engineering and technical colleges, vocational-technical school, fine arts schools, nursing school, business school, military.	2. Students will participate in discussion.
3. Counselors will help students to conduct a computer search of college/job requirements.	3. Students will complete a career and/or college search utilizing the Missouri Connections website in order to identify their own special needs, talents, and requirements.
4. Have students make a list of 2 to 3 interesting options and describe the information they will need to transition into the next stage of their lives (college, training, work, and military.)	4. Students will write an essay about their transitional needs.
5. Collect, review and return essays.	5. Students will turn in essays.

Teacher Follow-Up Activities

Have students make a collage using pictures out of old magazines to show the things they do that will someday help them get a job or into a college. Display collages in the room.

Counselor reflection notes (completed after the lesson)

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Academic Development

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

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

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

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

UNIT DESCRIPTION: Applying the Skills of Transitioning Between Educational Levels This unit gives counselors the tools to help students successfully transition into high school, through high school, and beyond.	**SUGGESTED UNIT TIMELINE:** 4 (one lesson each for 9, 10, 11, and 12) **CLASS PERIOD:** 9th grade lesson -55 to 70 minutes 10th grade lesson-55 to 70 minutes 11th grade lesson-55 to 70 minutes 12th grade lesson-50 minutes per student

ESSENTIAL QUESTIONS:

1. Why are healthy self care skills and behaviors necessary when adjusting to transitions?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. Each freshman student will meet with their mentor for the interview to complete and discuss the "How Well Do You Know Your School" worksheet and the interview guidelines worksheet.		AD.5.A.09: Apply information and skills necessary to transition into high school.		SL.9-10.1 SL.9-10.2 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 3

2. The student will make a list of 2-3 post secondary options and required information necessary for application. Students will write an essay about their transitional needs.		AD.5.A.10: Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options.		RI.9-10.1 RI.9-10.4 RI.9-10.8 W.9-10.1 W.9-10.2 W.9-10.4 W.9-10.5 W.9-10.7 W.9-10.8 W.9-10.9 W.9-10.10 SL.9-10.1 SL.9-10.2 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 RST.9-10.1 RST.9-10.2 RST.9-10.4 RST.9-10.5 RST.9-10.7 WHST.9-10.1 WHST.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10	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
3. The student will complete the "Get Set for College" scavenger hunt and discuss with classmates.		AD.5.A.11: Increase knowledge and refine skills in preparation for the senior year and		RI.11-12.1 RI.11-12.3 RI.11-12.4 RI.11-12.7 W.11-12.2 W.11-12.7 W.11-12.9 SL.11-12.1 SL.11-12.2 L.11-12.1	AD C. Students will understand the relationship of academics to the world of work and to	Level 3

		post-secondary options.		L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6 RST.11-12.1 RST.11-12.2 RST.11-12.5 RST.11-12.7 RST.11-12.9 WHST.11-12.2 WHST.11-12.7 WHST.11-12.8 WHST.11-12.9	life at home and in the community.	
4. The student will complete "Am I Ready" checklist/activity sheet, using their Personal Plan of Study.		AD.5.A.12: Utilize the achievement and performance skills necessary to transition to post-secondary options.		RI.11-12.1 RI.11-12.3 RI.11-12.4 RI.11-12. 7 W.11-12.7 W.11-12.9 SL.11-12.1 SL.11-12.2 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6 RST.11-12.1 RST.11-12.2 RST.11-12.5 RST.11-12.7 RST.11-12.9	AD C.	Level 2

ASSESSMENT DESCRIPTIONS*:

Counselor will meet individually with seniors during the second semester of their senior year.

Counselor and student will complete a post-secondary checklist.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**

	__X__ Direct __X__ Indirect _____ Experiential __X__Independent study __X__Interactive Instruction
1 2 3 4	See Lessons: Lesson 1 Grade 9 Freshman Mentor Program: Meeting My Mentor Lesson 2 Grade 10 Exploration of Post-Secondary Options Lesson 3 Grade 11 Get Set For College Lesson 4 Grade 12 Post-Secondary Checklist
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	See Lessons: Lesson 1 Grade 9 Freshman Mentor Program: Meeting My Mentor Lesson 2 Grade 10 Exploration of Post-Secondary Options Lesson 3 Grade 11 Get Set For College Lesson 4 Grade 12 Post-Secondary Checklist

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	tructured Overview ecture xplicit Teaching rill & Practice ompare & Contrast Ls. 3) idactic Questions emonstrations (Ls. 2) uided & Shared - reading, listening, viewing, thinking (Ls. 1, 2, 3, 4)	__X___Problem Solving (Ls. 1,3,4) _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	__X__ Essays (Ls. 2) _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers _____ Activity Sheet (Ls.4)	_____ Debates _____ Role Playing ___X__ Panels (Ls.2) ___X__Brainstorming (Ls. 1,2) _____ Peer Partner Learning ___X__ Discussion (Ls. 2,3) _____ Laboratory Groups ___X__ Think, Pair, Share (Ls.1,2,3) _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups ___X__ Interviewing (Ls.1) _____ Conferencing ___X__ Scavenger Hunt (Ls. 3)

UNIT RESOURCES:

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

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

Unit #1 Title: My Personal Plan of Study **Grade Level:** 9-12

Number of Lessons in Unit: 6

Time Required for each lesson: 30-50 minutes

Best time of year to implement this Unit: At appropriate times throughout year

Lesson Titles:

Grade 9

Lesson # 1: Graduation Requirements

Materials/Special Preparations Required:

- School course description books or enrollment guides
- High school graduation requirements
- List of graduation requirements
- Handout titled; *Graduation Requirements Review* activity sheet

Lesson # 2: Evaluating Transcripts

Materials/Special Preparations Required:

- Copy of students' transcripts
- Whiteboard, SMART Board, other means to display formula for GPA including value of letter grades.
- High school course description book or enrollment guide for class point value

Grade 10

Lesson # 3 Review and Revision of My Personal Plan of Study

Materials/Special Preparations Required:

- Individual Students Portfolios, including Personal Plan of Study
- High school course description books or enrollment guides

Lesson #4: Career Resources

Materials/Special Preparations Required:

- Speakers or representatives from a Career Education Center

Grade 11

Lesson #5: Evaluating and Revising the Personal Plan of Study

Materials/Special Preparations Required:

- ACT Test Dates and ACT Information
- ACT Prep Classes Information
- Visitation Dates for Post-Secondary Options
- Literature for Education/Training Options
- Career Fair Dates
- ASVAB Test Dates
- PSAT Dates
- Dual Enrollment Information
- College Day Visitation Information

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Information on Credit Recovery

Grade 12
Lesson #6: Assessing Personal Plan of Study for Life-Long Learning
Materials/Special Preparations Required:
Worksheet titled Personal Plan of Study Review for Seniors
Personal Educational Plan Portfolios/4 year plan

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

Grade Level Expectations (GLEs):
AD.6.A.09: Monitor and revise a Personal Plan of Study. (DOK Level - 3)
AD.6.A.10: Explore options and resources available to further develop Personal Plan of Study for life-long learning. (DOK Level - 3)
AD.6.A.11: Evaluate and revise a Personal Plan of Study for life-long learning. (DOK Level - 3)
AD.6.A.12: Apply information to revise and implement a Personal Plan of Study necessary for life-long learning. (DOK Level - 4)

American School Counselor Association National Standard (ASCA):
Academic 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 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 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 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 informati0n and the reliability of its sources
X	Goal 2: Communicate effectively within and beyond the classroom 3. Review and revise communications to improve accuracy and clarity.
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 ones own experience in preventing or 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
X	Goal 4: Make decisions and act as responsible members of society

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	1. Explain reasoning and identify information used to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet 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 (including grammar, usage, punctuation, spelling, capitalization) 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	
	Fine Arts	

Unit Essential Questions:

What happens if I change my goals?

Unit Measurable Learning Objectives:

The student will complete *Graduation Requirements Review* activity sheet.
The student will compute his/her individual GPA.
The student will determine through transcript review, what actions and/or revisions need to occur in order to reach post-secondary goal.
The student will review and revise personal plan of study to determine career path/cluster and related coursework.
The student will complete one or more sample application(s) for post-secondary programs.
The student will establish an individual calendar of important dates related to personal plans of study.
The student will complete *Personal Plan of Study Review for Seniors*.
The student will write a letter to his/her future self about goals and planning for the future.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Lecture; Explicit Teaching; Compare &Contrast; Demonstrations; Guided & Shared-Reading, Listening, Viewing, Thinking)

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_X_ Indirect (Problem Solving)
_X_ Experiential (Simulations; Surveys)
_X_ Independent Study (Journals; Learning Activity Sheet; Learning Contracts; Research)
_X_ Interactive Instruction (Peer Partner 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 use graduation requirements, assessments, transcripts, educational, and career interests to review, revise, and implement Personal Plan of Study for lifelong learning.

Brief Summary of Unit:

Students will monitor and revise Personal Plan of Study written before high school. Course description booklets, transcripts, assessments and personal interest will be used for continued review and revisions of personal education plans. By the end of 12th grade, plans will have been revised and fully implemented for life-long learning.

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

Knowledge of a Personal Plan of Study, number and types of credits required for graduation

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Unit #1 Title: My Personal Plan of Study

Lesson Title: Review and Revision of My Personal Plan of Study **Lesson:** 3 of 6

Grade Level: 10 **Length of Lesson:** 45-50 minutes

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

Grade Level Expectation (GLE):
AD.6.A.10: Explore options and resources available to further develop Personal Plan of Study for lifelong learning.

American School Counselor Association National Standard (ASCA):
Academic Development
B: Students will make decisions, set goals, and take necessary action to achieve goals.

Materials (include activity sheets and/ or supporting resources)

Portfolios, including Personal Plan of Study.
Course description books or enrollment guides

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
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 4. Reason inductively from a set of specific facts and deductively from general premises 5. 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 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

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

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

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	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 determine through transcript review what actions and/or revisions need to occur in order to reach post-secondary goal.
The student will review and revise Personal Plan of Study to determine career cluster and related coursework.

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.

Revisions of students' Personal Plan of Study, based on their use of their freshman year grades and course description booklets

Lesson Preparation

Essential Questions:

How does your Personal Plan of Study reflect your life/career/educational goals?

Engagement (Hook): Imagine we are 5 years in the future. Where do you live? What are you doing? What did you have to do to get where you are?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Hand out students' Personal Plan of Study and ask them review and rethink what they have written, based on their interests and first semester grades. First semester grades may need to be provided.	1. Students will review and rethink plans and revise based on changing interests and 1st semester grades.
2. Ask students to identify the career cluster that they are following and divide students into small groups by career clusters.	2. In their groups, have the students review the course selections of their career cluster for the next 3 years by using high school course description books or enrollment guides.
3. Counselor should monitor/review the students' revisions with them.	3. Students will revise information on their Personal Plan of Study, sign and date changes.

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4. Collect student plans and the course description books. (Note any revisions or problems with individual student's plans.) Copy plans…file one; return other to student.	4. Students hand in Personal Plan of Study and description course books.

Teacher Follow-Up Activities

Have student write an essay/term paper on career choices or educational goals.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: My Personal Plan of Study

Lesson Title: Career Resources **Lesson** 4 of 6

Grade Level: 10

Length of Lesson: 50-60 minutes

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

Grade Level Expectation (GLE):
AD.6.A.10: Explore options and resources available to further develop Personal Plan of Study for life-long learning.

American School Counselor Association National Standard (ASCA):
Academic Development
B: Students will make decisions, set goals, and take necessary action to achieve goals.

Materials (include activity sheets and/ or supporting resources)

Speaker or representative from a Career Education Center. Career Center sample applications for training programs and other post-secondary options.

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
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 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

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

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

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	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 one or more sample application(s) for post-secondary programs.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students planning to attend a career center will apply by the announced deadline.
The student will complete an application form for one or more post-secondary options.

Lesson Preparation

Essential Questions:
How do I get technical/career skills? What if I don't want to attend a four-year college? What is career education?

Engagement (Hook): Is Career Education Center for you? If so, what would that future experience look like for you? If not, how might it look for someone else?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will introduce speaker/ representative from a Career Education Center.	1. Students will welcome the speaker.
2. Speaker or representative from a Career Education Center shares information about the center.	2. Students listen to the presentation about vocational/technical institutes and ask questions.
3. The counselor shares Career Center sample applications for training programs and other post-secondary options.	3. Students will review information to make decisions in regards to making post-secondary choices or researching their options.
4. The counselor instructs students to complete	4. Students complete one or more

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one or more applications.	applications.

Teacher Follow-Up Activities

Teachers are encouraged to announce application deadlines for vocational technical institutes.
Teachers are encouraged to recommend students who may need a vocational assessment.

Counselor reflection notes (completed after the lesson)

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Academic Development

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

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

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

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

UNIT DESCRIPTION: My Personal Plan of Study Students will monitor and revise Personal Plan of Study written before high school. Course description booklets, transcripts, assessments and personal interest will be used for continued review and revisions of Personal Plan of Study. By the end of 12th grade, plans will have been revised and fully implemented for lifelong learning.	**SUGGESTED UNIT TIMELINE:** 6 Lessons **CLASS PERIOD (min.):** 30-50 minutes each
ESSENTIAL QUESTIONS: 1. What happens if I change my goals?	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	**CCSS LEARNING GOALS (Anchor Standards/Clusters)**	**CROSSWALK TO STANDARDS**				
		GLEs/CLEs	**PS**	**CCSS**	**OTHER ASCA**	**DOK**
1. The student will complete *Graduation Requirements Review* activity sheet.		AD.6.A.09: Monitor and revise a Personal Plan of Study.		RI.9-10.4 W.9-10.2 W.9-10.4 W.9-10.7 W.9-10.8 W.9-10.10 SL.9-10.1 SL.9-10.2 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD B. Students will make decisions, set goals, and take necessary action to achieve goals.	Level 3
2. The student will compute his/her individual GPA.		AD.6.A.09		RI.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5	AD B	Level 3

				L.9-10.6		
3. The student will determine through transcript review, what actions and/or revisions need to occur in order to reach post-secondary goal.		AD.6.A.10 Explore options and resources available to further develop Personal Plan of Study for life-long learning.		RI.9-10.4 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD B	Level 3
4. The student will review and revise personal plan of study to determine career path/cluster and related coursework.		AD.6.A.10		RI.9-10.4 SL.9-10.1 SL.9-10.2 SL.9-10.3 L.9-10.1 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD B	Level 3
5. The student will complete one or more sample application(s) for post-secondary programs.		AD.6.A.11: Evaluate and revise a Personal Plan of Study for life-long learning.		W.11-12.1 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.8 W.11-12.9 W.11-12.10 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	AD B	Level3
6. The student will establish an individual calendar important dates related to personal plans of study.		AD.6.A.11		RI.11-12.4 RI.11-12.7	AD B	Level3

				L.11-12.1 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6		
7. The student will complete "Personal Plan of Study Review for Seniors".		AD.6.A.12: Apply information to revise and implement a Personal Plan of Study necessary for lifelong learning.		SL.11-12.1 SL.11-12.4 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	AD B	Level 4
8. The student will write a letter to his/her future self about goals and planning for the future.		AD.6.A.12		W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.8 W.11-12.10 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	AD B	Level 4

ASSESSMENT DESCRIPTIONS*:

Students will use graduation requirements, assessments, transcripts, educational, and career interests to review, revise, and implement Personal Plan of Study for lifelong learning.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X___ Direct __X___ Indirect __X___ Experiential

	__X___ Independent study __X___ Interactive Instruction
1 2 3 4 5 6 7 8	See Lessons: Lesson 1 Grade 9 Graduation Requirements Lesson 2 Grade 9 Evaluating Transcripts Lesson 3 Grade 10 Review and Revision of My Personal Plan of Study Lesson 4 Grade 10 Career Resources Lesson 5 Grade 11 Evaluating and Revising the Personal Plan of Study Lesson 6 Grade 12 Assessing Personal Plan of Study for Life-Long Learning
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4 5 6 7 8	See Lessons: Lesson 1 Grade 9 Graduation Requirements Lesson 2 Grade 9 Evaluating Transcripts Lesson 3 Grade 10 Review and Revision of My Personal Plan of Study Lesson 4 Grade 10 Career Resources Lesson 5 Grade 11 Evaluating and Revising the Personal Plan of Study Lesson 6 Grade 12 Assessing Personal Plan of Study for Life-Long Learning

	Direct:	Indirect:	Experiential:	Independent Study	Interactive Instruction
	_____ Structured Overview __X____ Lecture (Ls. 4) __X____ Explicit Teaching (Ls. 1,2,4,5) _____ Drill & Practice __X____ Compare & Contrast (Ls. 1) _____ Didactic Questions __X____ Demonstrations (Ls. 2) _____ Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2, 3, 4, 5, 6)	__X___Problem Solving (Ls. 1,2,3) _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments __X___ Simulations (Ls.4) _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building __X___ Surveys (Ls. 6)	_____ Essays _____ Computer Assisted Instruction __X___ Journals (Ls. 6) _____ Learning Logs _____ Reports __X___ Learning Activity Sheets (Ls. 2,3,6) _____ Correspondence Lessons __X___ Learning Contracts (Ls. 5) _____ Homework __X___ Research (Ls. 1,3) _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming __X___ Peer Partner Learning (Ls.1,3) _____ Discussion _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

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

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

Unit #1 Title: Lifelong Learning and Goal Setting **Grade Level**: 9-12

Number of Lessons in Unit: 5 **Time Required for Each Lesson:** 55-70 minutes

Lesson Titles:

Grade 9

Lesson 1: Revisiting the *Personal Plan of Study* and Post HS Requirements

Materials/Special Preparations Required:

Each Student's *Personal Plan of Study* (Initiated in 8th Grade)

Career interest inventory results

List of the entrance requirements for public and private post-secondary education/training options, the military, and procedures/resources for obtaining a full-time job immediately after graduation from high school.

Grade 10

Lesson 2: Revisiting the *Personal Plan of Study:* Using Occupational Trial Plan

Materials/Special Preparations Required:

Each Student's *Personal Plan of Study* (Initiated in 8th Grade)

Activity Sheet "Occupational Trial Plan" Source: The "Occupational Trial Plan" is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (Missouri Department of Elementary and Secondary Education, 1980).

Grade 11

Lesson 3: Does My Career Fit Me? (Venn Diagram):

Materials/Special Preparations Required:

Paper and pencil.

Teacher will need an example Venn Diagram that can be projected for students' viewing as a class (overhead transparency, paper copy, computer-generated)

Lesson 4: Get Set for College

Materials/Special Preparations Required: College preparation materials such as ACT "Get Set For College" brochure (available free of charge): http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf for each student

Grade 12

Lesson 5: Post-Secondary Checklist

Materials/ Special Preparation Required:

Am I Ready? Checklist

Pen or pencil

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

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Grade Level Expectations (GLEs):

CD.7.A.09: Compare current strengths and limitations with the individual's career and educational plan and adjust the plan as necessary. (DOK Level – 3)

CD.8.B.09: Identify the entrance requirements and application procedures for post-secondary options. (DOK Level – 2)

CD.7.A.10: Revisit current career and educational plan as it relates to evolving and/or new interests, strengths, and limitations. (DOK Level – 3)

CD.8.B.10: Apply knowledge of self to make informed decisions about post-secondary options. (DOK Level – 4)

CD.7.A.11: Analyze the education, training and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics. (DOK Level – 4)

CD.7.C.11: Identify personal contributions to the world of work as a result of one's career choices. (DOK Level – 3)

CD.8.B.11: Apply research skills to obtain information on training and education requirements for post-secondary choices. (DOK Level – 4)

CD.7.A.12: Utilize Knowledge of the world of work; personal interest; and strengths and limitations to develop short-and long-term post-secondary plans. (DOK Level – 4)

CD.8.B.12: Know and understand the levels of training and education required for life career goals. (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 decision.
B. Students will employ strategies to achieve future career goals with success and satisfaction.
C. Students will understand the relationship between training and the world of work.

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 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 source 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

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X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, question and ideas while recognizing the perspectives of others 6. Apply communications techniques to the job search and to the workplace 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 5. Reason inductively from a set of specific facts and deductively from general premises 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 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 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 8. Explore, prepare for and seek educational and job opportunities

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	4. Economic concepts (including productivity and the market system) and principles (including the laws for supply and demand) 6. Relationship of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	1. Process and techniques for the production,

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		exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

How do interests, strengths, and limitations change over one's lifetime?
Why do people's career choices change?
How does a person share his/her strengths and skills?
What influences what a person wants to do with their life?
Are career choices a decision or a journey?

Unit Measurable Learning Objectives:

The student will review and revise his/her Personal Plans of Study, noting changes in career interests and goals since last review was conducted.
The student will identify at least two personal, educational and/or training requirements needed for his/her career choice.
Students will demonstrate the importance of all jobs by writing a position statement with supporting details, which takes into account local and world implications; Career Paths / Clusters information; and respect for all work and workers.
The student will apply knowledge of self to develop information to be used for post-secondary applications.
The students will list the six steps to simplify college planning.

Unit Instructional Strategies/Instructional Activities:

_X__ Direct (Compare & Contrast)
_X__ Indirect (Problem Solving, Reflective Discussion)
_X__ Experiential (Simulations, Surveys)
_X__ Independent Study (Essays)
_X__ Interactive Instruction (Panels, Discussion, Think-Pair-Share, Cooperative Learning, Interviewing)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Each student will complete his/her Personal Plan of Study.
Students will fill out the post-secondary checklist, discuss the results, identify at least two postsecondary options and develop a transition plan for their current choice.

Brief Summary of Unit:

In this unit for 9th – 12th grades, students will learn and implement knowledge, skill and understanding that will enable them to apply self-knowledge to the process of planning for post-secondary options. This unit will provide students with information, resources and competence to enable them to become lifelong learners and advocates for themselves when facing change and/or opportunities for change.

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

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How to prepare a *Personal Plan of Study*. High school graduation requirements. Use of personal transcript to evaluate current and future preparation for entrance into post-secondary options

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Unit 1 Title: Lifelong learning and Goal Setting

Lesson Title: Revisiting the *Personal Plan of Study:* Using the "Occupational Trial Plan"

Grade Level: 10

Lesson: 2 of 5

Length of Lesson: 55 to 70 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.

Grade Level Expectations (GLEs):

CD.7.A.10: Revisit current career and educational plan as it relates to evolving and/or new interests, strengths and limitations.

CD.8.B.10: Apply knowledge of self to make informed decisions about post-secondary options.

American School Counselor Association (ASCA) National Standard:

Career Development

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

Materials (include activity sheets and/ or supporting resources)

Activity Sheet "Occupational Trial Plan" (copy for each student)

Counselor-completed "Occupational Trial Plan" to serve as an example for students' plans (make several copies)

Source: "The Occupational Trial Plan" is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook,* (Missouri Department of Elementary and Secondary Education, 1980)

Students' *Personal Plan of Study* (initiated in 8th grade and reviewed/revised/refined in subsequent years)

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

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 7. Use technological tools to exchange information and ideas

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X	Goal 3: Recognize and solve problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will review and revise his/her Personal Plans of Study, noting changes in career interests and goals since last review was conducted.
The student will identify at least two personal, educational and/or training requirements needed for his/her career choice.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will identify job requirements/expectations of their personal career choices and compare these with their own personal preferences via completion of the "Occupational Trial Plan" and their individual *Personal Plan of Study*.

Lesson Preparation

Essential Questions:

I've changed my mind about my career plans three (3) times in the past month! I'm exploring the occupations as I consider them. How in the world can I ever keep track of everything I discover about the occupations and me?
What does the Occupational Trial Plan have to do with my career choice?

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Engagement (Hook):

So much to do! So little time!! Counselor explains his or her completed Occupational Trial Plan (make several copies to pass around for students to see)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor: Complete your personalized Occupational Trial Plan and make several copies of it prior to class. Explain the processes you used as you responded to each question. Encourage students to look at your plan as they complete their own. Distribute blank "Occupational Trial Plan" Activity Sheets to students.	1. Following presentation of the counselor's "Occupational Trial Plan, students will create their own plans.
2. Monitor and encourage students' completion of their "Occupational Trial Plans."	2. Students ask clarifying questions as they respond to the questions
3. Divide class into pairs to explain and clarify completed plans.	3. Students will explain and clarify their responses as they share their plans with a peer. During discussions with peer-partner, students will discuss/explain areas of certainty and areas of uncertainty.
4. Review with students their new findings and any new career decisions about their proposed careers that they have made or are considering. This may be done as a classroom guidance lesson or as a part of the Individual Planning strategies.	4. Prior to counselor-review of students' "Occupational Trial Plans", develop questions to be discussed with counselor.
5. After you have had an opportunity to review their plans, return *Personal Plans of Study* to students for inclusion in their "Important Papers" storage system (If your district has not adopted a plan/procedure for students to use to save "Important Papers", encourage students to develop their own).	5. Students will lead the review of their "Occupational Trial Plans" by proposing questions and supporting choices as counselor helps students explore broader possibilities (if necessary). Students will store "Occupational Trial Planner

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Teacher Follow-Up Activities

Work with classroom teacher(s) to develop a unit or lesson, which includes student research about unique job opportunities and their characteristics.

Counselor reflection notes (completed after the lesson)

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The Occupational Trial Plan

The "Occupational Trial Plan" will help you organize your discoveries about the world of work and you! During the next few years you will be making choices that will influence your life satisfaction, success, and stability. Complete this plan thoughtfully and you'll be better prepared than many to make the hard decisions that lie ahead of you!

(A reminder: You are to respond to the items from your own point of view … your responses may be different from those of your friends.)

PART I: ALL THINGS CONSIDERED

Check ( ) when task/activity has been completed **Underline one in each box**

( ) 1. I have considered the mental abilities and aptitudes needed for this occupation (such as scholastic ability, clerical, mathematical, verbal, science or mechanical aptitude).	I can meet them I cannot meet them Not sure
( ) 2. I have considered the preparation needed for this occupation (length of training, courses required, nature of education or training, aptitude, strength and interest).	I can meet them I cannot meet them Not sure
( ) 3. I have considered my interests and personality needs (interest in ideas, people or things, and outdoor, artistic, investigative or mechanical personality inclinations).	My interests and personality needs are in the following areas:
( ) 4 The physical requirements, the physical surroundings and working conditions of this occupation have been investigated.	They appear to be: Satisfactory Unsatisfactory
( ) 5. I have carefully considered the advantages and disadvantages of this occupation. The advantages outweigh the disadvantages.	Yes No
( ) 6. I can tolerate the disadvantages.	Yes No
( ) 7. I have investigated the job outlook in this occupation for the next 10 years.	The outlook is: Excellent Good Fair Poor
( ) 8. The activities of this occupation seem to be in harmony with my value system and life style.	Yes No
( ) 9. I have investigated the probable geographic area in which employment will be available in this occupation.	I am I am not …willing to leave my home town area.

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PART II: MORE "THINGS" TO CONSIDER

1. Most workers in this occupation are found in (circle all that apply):

   Cities Rural Areas All Areas

   Offices Manufacturing Plants Other

2. Possibilities for promotion are: ____good _____ fair _____ poor.

3. The earnings I can make in this occupation are: _____satisfactory _____ unsatisfactory for me and the lifestyle I want to live.

4. I have_____ have not_____ discussed my plans with someone in this occupation.

5. I will take the following steps (include courses that are needed) to prepare myself for this occupation.

   a. _____
   b. _____
   c. _____
   d. _____
   e. _____

6. I have___ have not___ considered the financial requirements of post-secondary preparation for this occupation.

7. I will either meet these financial requirements with my own resources or I will:
   (Check all that apply)
   _____ Apply for financial aid
   _____ Apply for scholarships
   _____ Apply for a student loan from the institution I plan to attend
   _____ Find a job

8. I plan to seek further occupational preparation at one of these institutions:

   Name of Institution Address Area of Study

   a. _____
   _____

   b. _____
   _____

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c. _____

_____

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PART III: ALL THINGS (AND MORE) CONSIDERED:
PRIORITIES FOR THE FUTURE

1. I have discovered that I will be happiest and most successful AT WORK if I ….

2. It will be important that my work is located …

3. Satisfaction during my non-working time, means I ….

4. I will have a sense of stability in my work and non-work life if I …

_____ _____
Signature Date

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COURSE INTRODUCTION:

Career Development

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

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

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

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

UNIT DESCRIPTION: Goal Setting In this unit for 9th-12th grades, students will learn (and implement) knowledge, skill and understanding that will enable them to apply self-knowledge to the process of planning for post-secondary options, to find, evaluate and use career information and to define and understand the role of employment readiness skills in obtaining a job.	**SUGGESTED UNIT TIMELINE:** 4 Lessons **CLASS PERIOD (min.):** 55-70 minutes each

ESSENTIAL QUESTIONS:

1. How do interests, strengths, and limitations change over one's lifetime?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will review and revise his/her Personal Plans of Study, noting changes in career interests and goals since last review was conducted.		CD.7.A.09: Compare current strengths and limitations with the individual's career and educational plan and adjust the plan as necessary. CD.8.B.09: Identify the entrance requirements and application procedures for post-secondary options. CD.7.A.10: Revisit current career and educational plan as it relates to		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2	CD A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decision. CD B. Students will employ strategies to achieve future career goals with success and satisfaction. CD C. Students will understand the relationship	DOK Level – 3 DOK Level – 2 DOK Level – 3

		evolving and/or new interests, strengths, and limitations. CD.7.A.11: Analyze the education, training and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics. CD.7.C.11: Identify the value of personal contributio ns to the world of work as a result of one's career choices.		L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8	between training and the world of work.	DOK Level – 4 DOK Level – 3
2. The student will identify at least two personal, educational and/or training requirements needed for his/her career choice.		CD.7.A.09 CD.8.B.09 CD.7.A.10 CD.7.A.11 CD.7.C.11		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5	CD A CD B CD C	DOK Level – 3 DOK Level – 2 DOK Level – 3 DOK Level – 4 DOK Level – 3

				SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8		
3. Students will demonstrate the importance of all jobs by writing a position statement with supporting details, which takes into account local and world implications; Career Paths / Clusters information; and respect for all work and workers.		CD.7.A.09 CD.8.B.09 CD.7.A.10 CD.7.A.11 CD.7.C.11		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	CD A CD B CD C	DOK Level – 3 DOK Level – 2 DOK Level – 3 DOK Level – 4 DOK Level – 3

				L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8		

ASSESSMENT DESCRIPTIONS*:

The summative assessment for the Career Development Strand is "The Ultimate Career Development Experience for Seniors" (see folder for Unit 6)

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x___ Direct __x___ Indirect __x___ Experiential __x___ Independent study __x___ Interactive Instruction
1 2 3	**See:** Lesson 1 Grade 9 Revisiting the *Personal Plan of Study* and Post HS Requirements Lesson 2 Grade 10 Revisiting the *Personal Plan of Study:* Using Occupational Trial Plan Lesson 3 Grade 11 Does My Career Fit Me? (Venn Diagram) Lesson 4 Grade 11 Get Set for College Lesson 5 Grade 12 Post-Secondary Checklist
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	**See:** Lesson 1 Grade 9 Revisiting the *Personal Plan of Study* and Post HS Requirements Lesson 2 Grade 10 Revisiting the *Personal Plan of Study:* Using Occupational Trial Plan Lesson 3 Grade 11 Does My Career Fit Me? (Venn Diagram)

	Lesson 4 Grade 11 Get Set for College Lesson 5 Grade 12 Post-Secondary Checklist				
	Direct: _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice ___x__ Compare & Contrast (Ls. 1,2,3,4) _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	**Indirect:** ___x__ Problem Solving (Ls. 2,3) _____ Case Studies _____ Reading for Meaning _____ Inquiry ___x__ Reflective Discussion (Ls. 1,2,3) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments ___x__ Simulations (Ls. 4) _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building ___x__ Surveys (Ls. 2)	**Independent Study** ___x__ Essays (Ls. 4) _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing ___x__ Panels (Ls 1) _____ Brainstorming _____ Peer Partner Learning ___x__ Discussion (Ls. 1,2,3,4) _____ Laboratory Groups ___x__ Think, Pair, Share (Ls. 2) ___x__ Cooperative Learning (Ls. 4) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups ___x__ Interviewing (Ls. 1) _____ Conferencing

UNIT RESOURCES:

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

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

Unit 2 Title: Navigating Through the World of Work **Grade Level**: 9-12

Number of Lessons in Unit: 4

Time Required for Each Lesson: 55-70 min.

Lesson Titles:

Grade 9

Lesson 1: Career Interest Inventory

Materials/Special Preparation Required:

Career Path/Career Cluster posters or handouts

A career interest inventory such as:

Missouri Connections - **www.missouriconnections.org**

Choices – **www.choices.org**

Self- Directed Search **– www.self-directed-search.com**

ACT's Discover **– www.act.org**

Grade 10

Lesson 2: Investigating Career Resources

Materials/Special Preparation Required:

Activity Sheet: Outlook for Jobs in the Future

Computer for each student or paper & pencil

The *Occupational Outlook Handbook* - **http://www.bls.gov/oco/**

Dictionary of Occupational Titles - **http://www.occupationalinfo.org/**

On-line resources available through US government, e.g. America's Career Resource Network (ACRN) **www.acrnetwork.org** and **www.online.onetcenter.org**

Missouri Connections, **www.missouriconnections.org**

Any other career resource

Career Path Mini Poster

Grade 11

Lesson 3: Job Shadowing

Materials/Special Preparation Required:

Job shadowing worksheets

Phone contact form

Teacher consent form

Description and checklist

Workplace tips

Thank you letter

Consent participant form

Orientation form

Questions form

Reflection form

Supervision form

List of local businesses and organizations (prepared by counselor)

Counselor Information Sheet for Job Shadowing

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Grade 12
Lesson 4: What Do They Do?
Materials/Special Preparation Required:
None

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

Grade Level Expectations (GLEs):
CD.7.B.09: Recognize the sixteen (16) career clusters within the six career paths for exploring and preparing for careers now and in the future. (DOK Level – 2)
CD.8.A.09: Integrate career and educational information with knowledge of self and career clusters to identify occupations of interest. (DOK Level – 4)
CD.7.B.10: Evaluate a variety of resources to aid in career exploration and planning now and in the future. (DOK Level – 3)
CD.8.A.10: Analyze career and educational information to identify the most relevant resources for specific career options. (DOK Level – 4)
CD.7.B.11: Utilize a variety of resources to aid in career exploration and planning. (DOK Level 3)
CD.8.A.11: Synthesize career and educational information gathered from a variety of sources. (DOK Level - 4)
CD.7.B.12: Utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work and technology changes. (DOK Level – 4)
CD.8.A.12: Utilize career and educational information in career decision-making. (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.
B: Students will employ strategies to achieve future career goals with success and satisfaction.
C: Students will understand the relationship between training and the world of work.

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 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

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	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, question and ideas while recognizing the perspectives of others 6. Apply communications techniques to the job search and to the workplace 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Evaluate the processes used in recognizing and 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 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 8. Explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 3. Reading and evaluating nonfiction works and materials (such a biographies, newspapers, technical manuals) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions 7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)

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

Unit Essential Questions:

How do interests and goals fit together?
How do careers differ?
How does a job shadowing experience affect a person's job choice?
How does one obtain the job they want?

Unit Measurable Learning Objectives:

The student will complete a career inventory to identify at least one career of interest.
The student will utilize career information from a variety of resources to identify educational requirements, average salary, and outlook for a job from 3 of the 16 Career Clusters.
The student will complete a job shadowing experience.
The student will write one essay on his/her career of interest.

Unit Instructional Strategies/Instructional Activities:

_____Direct
__X__ Indirect
__X__Experiential
__X__Independent study
__X__Interactive Instruction

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.
After interviewing a person who has a career that is of interest to the student, he/she will write an essay on the information gathered.

Brief Summary of Unit:

This unit helps students gain a working knowledge and understanding of their interests, of relevant and credible career exploration and planning resources, and ways to experience work roles. Students will use career inventories, career resources, job shadowing, and interviews to explore their career interests.

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

Knowledge of the purposes and elements of Career Clusters as a structure for the world of work, including the names of the Career Paths/Career Clusters
The occupations that are included in each Career Path/Career Cluster and the

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education/training required for specific careers. Awareness of self and personal career interests Computer use for research and composition of presentation.

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Unit #2 Title: Navigating the World of Work

Lesson Title: Investigating Career Resources **Lesson:** 2 of 4

Grade Level: 10

Length of Lesson: 55-70 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.

Grade Level Expectations (GLEs):
CD.7.B.10: Evaluate a variety of resources to aid in career exploration and planning now and in the future.
CD.8.A.10: Analyze career and educational information to identify the most relevant resources for specific career options.

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

Materials (include activity sheets and/ or supporting resources)

Listing of Career Paths/Career Clusters posters or handouts
Activity Sheet: Outlook for Jobs in the Future
Computer for each student or paper & pencil
The *Occupational Outlook Handbook* - **http://www.bls.gov/oco/**
Dictionary of Occupational Titles - **http://www.occupationalinfo.org/**
On-line resources available through US government, e.g. America's Career Resource Network (ACRN) **www.acrnetwork.org** and **www.online.onetcenter.org**
Missouri Connections, **www.missouriconnections.org**
Any other career resource
Career Path Mini Poster

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 4. Use technological tools and other resources to locate, select and organize information 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 7. Use technological tools to exchange information and ideas

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X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Evaluate the processes used in recognizing and solving problems
X	Goal 4: Make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Identifying and evaluating relationships between language and culture
	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 utilize career information from a variety of resources to identify educational requirements, average salary, and outlook for a job from 3 of the 16 Career Clusters.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will choose one career from 3 of the 16 Career Clusters. They will identify and submit a written report, which addresses educational requirements, average salary, and job outlook for each job.

Lesson Preparation

Essential Question:
How do careers differ?

Engagement (Hook):
Did you know … with a click of your mouse you can find information about any occupation? You can view video-clips of people at work? Our goal for today is to help you help yourself –to a lifetime of success.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/ Instructional Activities:**
1. Counselor will give students handouts with with Career Paths and Career Clusters and the Activity Sheet: "Outlook for Jobs in the Future". Students will be instructed to select three jobs from the Career Clusters.	1. Students will use the handouts to select a job of interest from 3 of the 16 Career Clusters.
2. Students are instructed to list educational requirements, salary or wages, and job outlook for each job using a different resource for each, on the attached reporting form.	2. Students list educational requirements, salary or wages, and job outlook for each job using a different resource for each on the form.
3. Counselor monitors students' progress.	3. Students complete form and ask clarifying questions.

Teacher Follow-Up Activities

Students select one job and interview a person employed in that job. They could then write a paper entitled, "A Day in the Life of……."

Counselor reflection notes (completed after the lesson)

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Career Paths
Working Together in Our Community

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

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

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

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

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

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

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THE 16 CAREER CLUSTERS

For more information and access to valuable resources re: Career Clusters go to:
States Career Clusters: www.careerclusters.org or www.missouriconnections.org

Agriculture, Food & Natural Resources

Architecture & Construction

Arts, A/V Technology & Communications

Business Management & Administration

Education & Training

Finance

Government & Public Administration

Health Science

Hospitality & Tourism

Human Services

Information Technology

Law, Public Safety, Corrections & Security

Manufacturing

Marketing

Science, Technology, Engineering & Mathematics

Transportation, Distribution & Logistics

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OUTLOOK FOR JOBS IN THE FUTURE

Career Path Career Clusters	Job	Salary	Education	Outlook	Resource Used
Arts & Communication ---------- Arts, A/V Technology and Communications					
Natural Resources Agriculture ---------- Agriculture, Food and Natural Resources					
Business, Management & Technology ---------- Information Technology Finance Marketing Business Management and Administration					
Industrial & Engineering Technology ---------- Science, Technology, Engineering and Mathematics Architecture and Construction Manufacturing Transportation, Distribution and Logistics					
Health Services ---------- Health Science					
Human Services ---------- Human Services Hospitality and Tourism Government and Public Administration Law, Public Safety, Corrections and Security Education and Training					

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Missouri Connections:	**www.missouriconnections.org**
Occupational Outlook Handbook:	**www.bls.gov/oco**
Dictionary of Occupational Titles:	**www.occupationalinfo.org**
ONET:	**www.onetcenter.org**
Other:	**www.careerclusters.org**

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COURSE INTRODUCTION:

Career Development

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

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

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

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

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

Applying skills for college and career readiness and success.

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

UNIT DESCRIPTION: Navigating Through the World of Work This unit helps students gain a working knowledge and understanding of their interests, of relevant and credible career exploration and planning resources, and ways to experience work roles. Students will use career inventories, career resources and job shadowing to explore their career interests. Students will interview and write an essay of his/her career interest.	**SUGGESTED UNIT TIMELINE:** One lesson per grade level **CLASS PERIOD (min.):** 55-70 minutes each lesson

ESSENTIAL QUESTIONS:

1. How do interests and goals fit together?
2. How are careers different?
3. How does a job shadowing experience affect a person's job choice?
4. How does one obtain the job he/she wants?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will complete a career inventory to identify at least one career of interest.		CD.7.B.09: Recognize the sixteen (16) career clusters within the six (6) career paths for exploring and preparing for careers now and in the future. CD.8.A.09: Integrate career and educational information with knowledge of self and career clusters to		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1	CD A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. CD B. Students will employ strategies to achieve future	DOK Level – 2 DOK Level – 4

		identify occupations of interest. CD.7.B.10: Evaluate a variety of resources to aid in career exploration and planning now and in the future. CD.8.A.10: Analyze career and educational information to identify the most relevant resources for specific career options. CD.7.B.11: Utilize a variety of resources to aid in career exploration and planning. CD.8.A.11: Synthesize career and educational information gathered from a variety of sources. CD.7.B.12: Utilize knowledge of career exploration and planning to adapt		L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8 RST.9-10.3 RST.9-10.4 RST.9-10.7 RST.11-12.3 RST.11-12.4 RST.11-12.7	career goals with success and satisfaction. CD C. Students will understand the relationship between training and the world of work.	DOK Level – 4 DOK Level 4 DOK Level 3 DOK Level 4 DOK Level 4

		to new career and educational opportunities as the world of work and technology changes. CD.8.A.12: Utilize career and educational information in career decision-making.				DOK Level 4
2. The student will utilize career information from a variety of resources to identify educational requirements, average salary, and outlook for a job from 3 of the 16 Career Clusters.		CD.7.B.09 CD.8.A.09 CD.7.B.10 CD.8.A.10 CD.7.B.11 CD.8.A.11 CD.7.B.12 CD.8.A.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8	CD A CD B CD C	DOK Level – 2 DOK Level – 4 DOK Level – 4 DOK Level - 4 DOK Level - 3 DOK Level - 4 DOK Level – 4 DOK Level – 4

				WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8 RST.9-10.3 RST.9-10.4 RST.9-10.7 RST.11-12.3 RST.11-12.4 RST.11-12.7		
3. The student will complete a job shadowing experience.		CD.7.B.09 CD.8.A.09 CD.7.B.10 CD.8.A.10 CD.7.B.11 CD.8.A.11 CD.7.B.12 CD.8.A.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8 RST.9-10.3 RST.9-10.4	CD A CD B CD C	DOK Level – 2 DOK Level – 4 DOK Level – 4 DOK Level - 4 DOK Level - 3 DOK Level - 4 DOK Level – 4 DOK Level – 4

				RST.9-10.7 RST.11-12.3 RST.11-12.4 RST.11-12.7		
4. The student will write one essay on his/her career interest.		CD.7.B.09 CD.8.A.09 CD.7.B.10 CD.8.A.10 CD.7.B.11 CD.8.A.11 CD.7.B.12 CD.8.A.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8 RST.9-10.3 RST.9-10.4 RST.9-10.7 RST.11-12.3 RST.11-12.4 RST.11-12.7	CD A	DOK Level – 2 DOK Level – 4 DOK Level – 4 DOK Level - 4 DOK Level - 3 DOK Level - 4 DOK Level – 4 DOK Level – 4
ASSESSMENT DESCRIPTIONS*:						

The summative assessment for all units in the High School Career Development Strand is the "The Ultimate Career Development Experience for Seniors" (Unit 6). Students will create a media presentation chronicling their present career journey and showcasing this presentation to ninth grade students. Counselor and teacher will evaluate the presentation.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	_____ Direct __x__ Indirect __x__ Experiential __x__ Independent study _____ Interactive Instruction
1 2 3 4	**See:** Lesson 1 Grade 9 Career Interest Inventory Lesson 2 Grade 10 Investigating Career Resources Lesson 3 Job Shadowing Lesson 4 What Do They Do?
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	**See:** Lesson 1 Grade 9 Career Interest Inventory Lesson 2 Grade 10 Investigating Career Resources Lesson 3 Job Shadowing Lesson 4 What Do They Do?

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

					_____ 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 3 Title: Respecting All Work **Grade Level:** 9-12

Number of Lessons in Unit: 4

Time required for each lesson: 55-70 min.

Best time of year to implement this Unit: Throughout school year

Lesson Titles:

Grade 9
Lesson #1: How I Relate to Others
Materials/Special Preparations Required:
Activity Sheet: "How I Relate to Others", A self-assessment inventory that explores the relationship between self and others and your skills in group activities.
Source: "The How I Relate to Others" is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (Missouri Department of Elementary and Secondary Education [MO DESE], 1980).

Grade 10
Lesson #2: Past, Present, Future (biography of your future)
Materials/Special Preparations Required:
Computers
Guidelines for completing the Biography activity
Materials to make timelines.
Source: The Biography activity is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (MO DESE, 1980).

Grade 11
Lesson #3: Peer Review of My School and Community Activities
Materials/Special Preparations Required:
Individual list of school and community activities.
Video on volunteerism (Community service agencies such as United Way, the Red Cross, Salvation Army, American Cancer Society are sources of information regarding volunteerism.)

Grade 12
Lesson #4: Who Does What?
Materials/Special Preparations Required
Myers/Briggs Type Indicator sheets -I/E; S/N; T/F; J/P
Do What You Are, by Paul D. Tieger & Barbara Barron (This lesson can be adapted using any Myers/Briggs Type Indicator materials)
10 Steps to Creating a Personal Career Plan - Worksheet

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

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Grade Level Expectations (GLEs):

CD.7.C.09: Analyze and evaluate school and community contributions as they relate to one's career and educational plan. (DOK Level – 4)

CD.7.C.10: Analyze and evaluate school and community contributions as they relate to life career goals. (DOK Level – 4)

CD.7.C.11: Identify the value of personal contributions to the world of work as a result of one's career choices. (DOK Level – 3)

CD.7.C.12: Respect all work as important, valuable, and necessary in maintaining a global society.

American School Counselor Association (ASCA)National Standard:

Career Development

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

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

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

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend an devaluate 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 source 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 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 4. Develop and apply strategies based on one's own experience in preventing or solving problems 5. Evaluate the processes used in recognizing and solving problems 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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	3. Analyze the duties and responsibilities of individuals in societies 6. 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 including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues of ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

What skills are necessary for the most effective interaction within group situations?
How do people decide what to do with their lives?
How can an individual make a difference?
How can a person contribute to the well-being and betterment of the local and global society?
What careers are important in maintaining a global society?

Unit Measurable Learning Objectives:

The student will identify five positive skills that enhance school and community contributions as they relate to a career and educational plan.
The student will identify five positive skills that enhance school and community contributions as they relate to life-long goals.
The student will list three activities he/she is involved in that make positive contributions to a global society.
Students will show they understand their own personality type and how it relates to career choice and personal/social relationships by group discussion and completing worksheet.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Structured Overview, Guided & Shared – reading, listening, viewing, thinking)
__X__ Indirect
__X__ Experiential
_____ Independent study (Learning Logs)
__X__ Interactive Instruction (Brainstorming, Interviewing)

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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 identify their personality types and discuss the value of each type in the world of work.

Brief Summary of Unit:

Through this Unit, students will have opportunities to better understand how they relate to others. They will compare their school and community activities with their career goals and project what their life may be like in the future. Students will convey their understanding of exploration and planning in the achievement of their life career goals.

Unit Goals and Objectives:

The student will respect all work as important, valuable and necessary in maintaining a viable global society.
The student will understand social responsibility as it relates to the personal contributions one can make to society through one's work and non-work activities.

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

Concept of the manner in which they relate to others
Understanding "respect" as it relates to people we don't know (e.g., workers in another part of our world).
An understanding of the term "global society"
Computer skills for research and composition of presentation.

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Unit 3 Title: Respect for All Work

Lesson Title: Past, Present, and Future **Lesson:** 2 of 4

Grade Level: 10

Length of Lesson: 55 to 70 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

Grade Level Expectation (GLE):
CD.7.C.10: Analyze and evaluate school and community contributions as they relate to life career goals.

American School Counselor Association (ASCA) National Standard:
Career Development
B: Students will employ strategies to achieve future career goals with success and satisfaction.
C: Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Computers
Guidelines for completing the Biography activity
Materials to make timelines.
Source: The Biography activity is adapted from the Missouri Career Education: Senior High-Exemplary Activities Handbook, (1980).

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

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information an 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 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) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
	Mathematics	

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	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify five positive skills that enhance school and community contributions as they relate to life-long goals.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The students will recognize the inter-connectedness of other people, work, workers, the well-being of our planet, and themselves, evidenced by the autobiography individuals write.
The student will be able to project a realistic portrayal of their life-long goals.

Lesson Preparation

Essential Questions:

How do people decide what to do with their lives?

Engagement (Hook):

Counselor presents an example of her or his "backward" timeline: Thirty years ago I was _____ years old. I lived in _____. Complete "backward timeline" with examples for each of the areas (see Timeline Activity Sheet).

Procedures

Instructor Procedures/Instructional Strategy:	**Student Involvement/Instructional Activity:**
1. Counselor will project the timeline using an overhead projector (or more advanced technology, if available). Explain the examples on the Timeline Activity Sheet.	1. Students will observe the counselor's examples.
2. Counselor will distribute a copy of the Timeline Activity Sheet to each student, and ask students to develop their own timelines.	2. Students will work in pairs to discuss and complete their timelines.
3. Counselor will model using the Timeline Activity Sheet to develop an autobiography for their future.	3. Students observe counselor modeling the biography.

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4. The counselor asks students to complete a biography for their future.	4. Students complete biographies using the prompts included on the "My Projected Autobiography" Activity Sheet.
5. Counselor will have students consider and include in autobiography, how his/her life-long goals are inter-connected to other people, work, workers, and the well-being of our planet.	5. Students complete autobiography describing life-long goals making connections to other people, work, workers, and the well-being of our planet.
6. When "My Projected Autobiography" is completed, students will write a single paragraph summary: "Aha! If I want to ____, I will have to _____! Students will save timelines, autobiographies and "Aha Statements" for use during the senior culminating project.	6. Students will "file" completed Activity Sheets and "Aha Statements" to use during their senior culminating project.

Teacher Follow-Up Activities

Teacher will allow students to peer review biographies.

Counselor reflection notes (completed after the lesson)

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Timeline Activity Sheet

Imagine that you are a biographer writing your own autobiography. Project your life 30 years from now. How will the world and, thus, your life be different in the following areas?

PROJECTED CHANGES

Name: _____ Date: _____

Thirty years from now, I will be _____ years old.

I will be living in _____.

Technology	Environment	Economy	World Politics	Health Care

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My Projected Auto-Biography

Imagine that you are a biographer-turned-autobiographer. You are writing about your life 30 years from now. Use the projections you wrote on your timeline to help you anticipate your life in 30 years. What contributions will you make in your own community, and to the global society? By being your own auto-biographer, you will create a clearer vision about where you want your life to go, and identify possible pitfalls and stumbling blocks that might prevent you from getting there – and what you will do to "work around/over/under" the pitfalls/stumbling blocks.

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COURSE INTRODUCTION:

Career Development

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

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

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

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

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

Applying skills for college and career readiness and success.

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

UNIT DESCRIPTION: Respecting All Work Through this Unit, students will have opportunities to better understand how they relate to others. They will compare their school and community activities with their career goals and project what their life may be like in the future. Students will convey their understanding of exploration and planning in the achievement of their life career goals.	**SUGGESTED UNIT TIMELINE:**4 Lessons **CLASS PERIOD (min.)**: 55-70 each lesson

ESSENTIAL QUESTIONS:

1. How do people get along?
2. How do people decide what to do with their lives?
3. How can a person make a contribution to the well-being and betterment of the local and global society?

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 positive skills that enhance school and community contributions as they relate to a career and educational plan.		CD.7.C.09: Analyze and evaluate school and community contributions as they relate to one's career and educational plan. CD.7.C.10: Analyze and evaluate school and community contributions as they relate to life career goals. CD.7.C.11:		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	CD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. CD B: Students will employ strategies to achieve future career goals with success and satisfaction.	DOK Level – 4 DOK Level – 4

		Identify the value of personal contributions to the world of work as a result of one's career choices. CD.7.C.12: Respect all work as important, valuable, and necessary in maintaining a global society.		L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8	CD C: Students will understand the relationship between training and the world of work.	DOK Level – 3
2. The student will identify five positive skills that enhance school and community contributions as they relate to life-long goals.		CD.7.C.09 CD.7.C.10 CD.7.C.11 CD.7.C.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5	CD A CD B CD C	DOK Level – 4 DOK Level – 4 DOK Level – 3 DOK Level - 4

				L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8		
3. The student will list three activities he/she is involved in that make positive contributions to a global society.		CD.7.C.09 CD.7.C.10 CD.7.C.11 CD.7.C.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8	CD A CD B CD C	DOK Level – 4 DOK Level – 4 DOK Level – 3 DOK Level - 4
4. Students will show they understand their own personality type and how it relates to career choice and personal/social relationships by group		CD.7.C.09 CD.7.C.10 CD.7.C.11 CD.7.C.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7	CD A CD B CD C	DOK Level – 4 DOK Level – 4 DOK Level – 3 DOK Level - 4

discussion and completing worksheet.				W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8		

ASSESSMENT DESCRIPTIONS*:
Formative Assessment for this Unit includes: Completion of "How I Relate to Others" Activity sheet, development of a timeline of change, an autobiography, and a community and school activity list. "The Ultimate Career Development Experience for Seniors" (Unit 6) will provide students with the opportunity to convey their understanding of career exploration and planning in the achievement of life career goals.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x___ Direct __x__ Indirect __x__ Experiential

	_____ Independent study __x__ Interactive Instruction
1 2 3 4	See: Lesson 1: How I Relate to Others Lesson 2: Past, Present, Future (biography of your future) Lesson 3: Peer Review of My School and Community Activities Lesson 4: Who Does What?
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	See: Lesson 1: How I Relate to Others Lesson 2: Past, Present, Future (biography of your future) Lesson 3: Peer Review of My School and Community Activities Lesson 4: Who Does What?

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

UNIT RESOURCES:

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

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

Unit 1 Title: Getting a Job **Grade Level:** 9-12

Number of Lessons in Unit: 5

Time Required for Each Lesson: 55-70 min

Lesson Titles:

Grade 9

Lesson #1: Career Portfolio

Material/Special Preparations Required:

Career portfolio format for each student. This may be done within a computer program or created by the counselor.

Grade 10

Lesson #2: Personal Code of Ethics

Material/Special Preparations Required:

Code of Ethics worksheets

Personal Code of Ethics Activity Sheet

School Discipline Policy (or other school policy documents that provide guidelines for student behavior.

Copies of Ethical Standards for a variety of professions (e.g. American Counseling Association, American School Counselor Association, American Medical Association, Hippocratic Oath) [The ethical standards may be available from the websites of professional organizations.]

Lesson #3: Completing Applications

Material/Special Preparations Required:

An example of a poorly completed application

Applications for post-secondary education/training institutions and programs and various employment opportunities for students to complete

Grade 11

Lesson #4: The Resume

Material/Special Preparations Required:

Samples of resumes (strive to obtain actual resumes that are acceptable and non-acceptable to use as examples. Names omitted.

Resume worksheet

Grade 12

Lesson #5: The Ultimate Senior Career Project

Material/Special Preparations Required:

Students' career portfolio information that has been accumulated over the last 4 years

Classroom equipped with technology*

*The use of appropriate computer training and access to compatible computer and media equipment is essential for the success of this activity

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Sample Creative Media Presentation Expectations

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

Grade Level Expectations (GLEs):

CD.9.A.09: Identify situations which would compromise ethical habits in school or work situations. (DOK Level – 3)
CD.9.B.09: Identify and refine the job-seeking skills needed to apply for volunteer or part-time jobs in the community. (DOK Level – 3)
CD.9.A.10: Identify the steps which can be used to resolve ethical issues related to school or work situations. (DOK Level – 3)
CD.9.B.10: Compare and contrast the post-secondary application process to the job application process. (DOK Level – 3)
CD.9.A.11: Demonstrate the steps which can be used to resolve ethical issues related to school or work situations. (DOK Level – 3)
CD.9.B.11: Refine and utilize a portfolio, which may be used for a variety of post-secondary opportunities. (DOK Level – 3)
CD.9.A.12: Apply personal, ethical, and work habit skills that contribute to job success. (DOK Level - 4)
CD.9.B.12: Utilize appropriate job-seeking skills to obtain employment. (DOK Level - 4)

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

B. Students will employ strategies to achieve future career goals with success and satisfaction.
C. Students will understand the relationship between training and the world of work.

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend an devaluate 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 source 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Develop and apply strategies based on one's own experience in preventing or

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	solving problems 2. Evaluate the processes used in recognizing and solving problems 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. 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 (including grammar, usage, punctuation, spelling, capitalization,) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues of ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

What is a portfolio? What are the benefits of having a portfolio?
How do people share their strengths and skills with others?
What are ethics?
What guides us when we don't know what to do in a difficult situation?
Why is it important to have ethical values on the job?
How do people share their strengths and skills with others?
Why is it important for people to know how to advocate their personal strengths for career success?

Unit Measurable Learning Objectives:

The students will gather five items for a portfolio to be used in job seeking.
The student will complete a personal code of ethics form.
The student will complete an advocacy plan to develop a school policy for an ethical school culture.
The student will apply knowledge of self to development information to be used for post-secondary applications.
The student will integrate career knowledge and self-knowledge into a resume.
The student will design a presentation utilizing the knowledge gained about his/her educational plans and career choice highlighting his/her strengths to promote himself/herself for the world of work.

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Unit Instructional Strategies/Instructional Activities:

_____Direct (Structured Overview, Guided & Shared – reading, listening, viewing, thinking)
_____ Indirect
_____Experiential
_____Independent study (Learning Logs)
__X__Interactive Instruction (Brainstorming, Interviewing)

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 summative assessment for all units in the high school career development strand is **The Ultimate Experience for Seniors.** Students will create a media presentation chronicling their present career journey and showcasing their presentation to ninth grade students.

Brief Summary of Unit:

This unit addresses the concept of being a valued employee or employer – acting ethically and responsibly in any work environment. This unit will provide students with information and skills to resolve ethical issues in school and work situations as well as the skills actively seek and obtain employment.

Unit Goals and Objectives:

Students will apply personal, ethical and work habit skills, which contribute to job success and utilize appropriate job-seeking skills to obtain employment.

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

Ability to use computers for research, to develop portfolios and resumes and to compose presentations.

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Unit 1 Title: Getting a Job

Lesson Title: Personal Code of Ethics **Lesson:** 2 of 5

Grade Level: 10

Length of Lesson: 55-70 minutes

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

Grade Level Expectations (GLEs):
CD.9.A.10: Identify the steps which can be used to resolve ethical issues related to school or work situations.
CD.9.B.10: Compare and contrast the post-secondary application process to the job application process.

American School Counselor Association (ASCA) National Standard:
Career Development
B. Students will employ strategies to achieve future career goals with success and satisfaction.

Materials (include activity sheets and/ or supporting resources)

School Discipline Policy (or other school policy documents that provide guidelines for student behavior)
Copies of Ethical Standards for a variety of professions (e.g. American Counseling Association, American School Counselor Association, American Medical Association, Hippocratic Oath) [The ethical standards may be available from the websites of professional organizations.]
Personal Code of Ethics Activity Sheet
Code of Ethics worksheet

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

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

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
	Mathematics	
	Social Studies	

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	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will complete a personal code of ethics form.
The student will complete an advocacy plan to develop a school policy for an ethical school culture

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 develop a personal code of ethics and relate their personal code of ethics to school situations. Students will discuss steps they will take to resolve ethical issue at school and develop a personal plan to advocate for an ethical school culture.

Lesson Preparation

Essential Questions:
What are ethics?
What guides us when we don't know what to do in a difficult situation?
Why is it important to have ethical values on the job?

Engagement (Hook):
News clippings or video clip about a business issue that led (or could lead to) unethical decision-making (e.g., Martha Stewart, Enron, super-sized campaign contributions, inflation of stock value)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Discuss a current event in the news about ethical practices in business. Provide students with copies of the standards/codes of ethical practice for a variety of professions – include occupations you or the students may not ordinarily think of as having a code of ethics, e.g., exterminators.	1. Students will actively participate in the discussion.

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2. Discuss ethical issues as compared to legal issues.	2. Students will actively participate in the discussion. Give examples at school.
3. Have students complete the *Personal Code of Ethics* Activity Sheet.	3. Complete the *Personal Code of Ethics* Activity Sheet.
4. Instruct students to break into small groups and list behaviors that are common on most students' lists. Compare lists with school policy documents to determine similarities and differences between students' lists and the policy document(s).	4. A volunteer from each group will write the behaviors on the board.
5. Counselor writes a list on the board synthesizing the group lists into one class-agreed-upon list. Again, compare with school policy documents. Discuss commonalities listed on the board.	5. Students will develop a list of behaviors group members agree all students at their school should follow. They will then compare their group's list with policy documents and make a list of the standards of behavior that aren't included in the discipline policy.
6. Distribute *Code of Ethics* worksheet. Instruct students to use the *Personal Code of Ethics* Activity Sheet to complete the *Code of Ethics* worksheet independently.	6. Students independently complete *Code of Ethics* worksheet.
7. In the same small groups, have students develop an advocacy plan for creating school policy that will promote an ethical school culture. Encourage the implementation of their advocacy plans.	7. Students will develop an advocacy plan and describe it to the whole class.
8. Facilitate a large group discussion about using the ethical codes in a step-by-step decision-making process to resolve ethical conflicts. In small groups, provide the same school-related ethical dilemma to each group for discussion. Each group will explain the considerations and steps leading to actions that would resolve the dilemma.	8. Students will list the steps their group would take to resolve the ethical problem.
9. Collect *Personal Code of Ethics* Activity Sheets to put in each portfolio or have students place in portfolio.	9. Students will place their *Personal Code of Ethics* Activity Sheet in a prominent place in their portfolios.

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Teacher Follow-Up Activities

Encourage teachers to have students write a paper discussing the steps they took to resolve an ethical issue in the past. Role-play an ethical conflict between 2 students, and then 2 employees.

Counselor reflection notes (completed after the lesson)

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Name: _____ Date: _____

Personal Code of Ethics Activity Sheet

A Code of Ethics is an agreement among participants of a group on the norms that shall guide their behavior during the involvement in the group.

What character words are most important to you and what behaviors show that quality?

Character Quality	**Behavior(s)**
Creativity	
Empathy	
Citizenship	
Truthfulness	
Accountability	
Fairness	
Integrity	
Compassion	
Humor	
Loyalty	
Sincerity	
Tolerance	
Equality	
Forgiveness	
Purpose	
Friendship	
Imagination	
Honesty	
Self-discipline	
Justice	
Sharing	
Wisdom	
Assertiveness	
Responsibility	
Kindness	
Cooperation	
Restraint	
Perseverance	
Confidence	
Consideration	

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Code of Ethics of: _____

You may use words that are listed on the previous page to complete the following items:

A. My philosophy of being a student is:

B. I believe the following are character qualities I must possess.

_____,

_____,

_____,

C. An individual's right to _____, _____,

and_____ are important.

D. I get support from _____

E. I believe: The following are character qualities all students must possess:

_____,

_____,

_____,

F. These are behaviors that will show that the above character qualities are valued:

_____,

_____,

_____,

G. The steps I should take when there is a problem with an ethical issue are

1.

2.

3.

4.

5.

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Unit 1 Title: Getting a Job

Lesson Title: Completing Applications **Lesson:** 3 of 5

Grade Level: 10

Length of Lesson: 55 to 70 minutes

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

Grade Level Expectation (GLE):
CD.8.B.10: Apply knowledge of self to make informed decisions about post-secondary options.

American School Counselor Association (ASCA) National Standard:
Career Development
B. Students will employ strategies to achieve future career goals with success and satisfaction.

Materials (include activity sheets and/ or supporting resources)

Materials/Special Preparations Required:
An example of a poorly completed application
Applications for post-secondary education/training institutions and programs and various employment opportunities for students to complete.

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

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
	Mathematics	
	Social Studies	
	Science	

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	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will apply knowledge of self to development information to be used for post-secondary applications.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students will successfully complete application forms and checklists. Each student will develop a master document which will include the kinds of personal information most applications require.

Lesson Preparation

Essential Questions:

How does a person share his/her strengths and skills?

Engagement (Hook):

Activity: Show an application that has been poorly completed and ask, "What would you do with this application if you were a decision-maker in the admissions office (educational and training programs) or the human resources office (employers)?"

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Lead a discussion about correct and incorrect elements of an application.	1. Students will learn correct and incorrect elements of an application.
2. Provide students a blank application form (for instructional purposes, use a form that is easy to complete) and project blank application on board. Section by section, instruct students on all aspects of completing the sample application correctly.	2. Students complete each section of the application and ask clarifying questions.
3. Counselor will provide copies of three post-secondary institution applications and three	3. Students will review the information requested and independently complete

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employment applications for students to complete (strive for applications which are formatted in several ways.) Monitor students' completion of the applications and check for their understanding of the process	the applications.
4. Instruct students to study the application forms and list the personal information required on all forms. From this list students will compile a master document of the common information requested.	4. Students will develop a master document and keep it in their portfolio.
5. The counselor does a final review of the activity.	5. Students review the activity with the counselor.

Teacher Follow-Up Activities

Teacher could arrange to have employees of colleges and/or businesses to class to discuss the application process and perform mock interviews with students.

Counselor reflection notes (completed after the lesson)

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COURSE INTRODUCTION:

Career Development

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

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

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

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

UNIT DESCRIPTION: Getting a Job This unit addresses the concept of being a valued employee or employer – acting ethically and responsibly in any work environment. It will provide students with information and skills to resolve ethical issues in school and work situations as well as the skills actively seek and obtain employment.	**SUGGESTED UNIT TIMELINE:** 5 Lessons **CLASS PERIOD (min.):** 55-70 minutes each

ESSENTIAL QUESTIONS:

1. What is a portfolio? What are the benefits of having a portfolio?
2. How do people share their strengths and skills with others?
3. What are ethics?
4. What guides us when we don't know what to do in a difficult situation?
5. Why is it important to have ethical values on the job?
6. How do people share their strengths and skills with others?
7. Why is it important for people to know how to advocate their personal strengths for career success?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The students will gather five items for a portfolio to be used in job seeking.		CD.9.A.09: Identify situations which would compromise ethical habits in school or work situations. CD.9.B.09: Identify and refine the job-seeking skills needed to apply for volunteer or part-time jobs in the community. CD.9.A.10: Identify the steps which can be used to resolve ethical issues related to school or work situations.		Sl.9-10.1 Sl.9-10.4 Sl.9-10.6 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	C D B. Students will employ strategies to achieve future career goals with success and satisfaction. CD C. Students will understand the relationship between training and the world of work.	DOK Level – 3 DOK Level – 3 DOK Level – 3

		CD.9.B.10: Compare and contrast the post-secondary application process to the job application process. CD.9.A.11:: Demonstrate the steps which can be used to resolve ethical issues related to school or work situations. CD.9.B.11: Refine and utilize a portfolio, which may be used for a variety of post-secondary opportunities. CD.9.A.12.: Apply personal, ethical, and work habit skills that contribute to job success. CD.9.B.12: Utilize appropriate job-seeking skills to obtain employment.				DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 4 DOK Level - 4
2. The student will complete a personal code of ethics form.		CD.9.A.09 CD.9.B.09 CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12.		Sl.9-10.1 Sl.9-10.4 Sl.9-10.6 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	CD B CD C	DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 4 DOK Level – 4
3. The student will complete an advocacy plan		CD.9.A.09 CD.9.B.09		Sl.9-10.1 Sl.9-10.4	C D B CD C	DOK Level – 3 DOK Level – 3

to develop a school policy for an ethical school culture.		CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12		Sl.9-10.6 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6		DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 4 DOK Level – 4
4. The student will apply knowledge of self to development information to be used for post-secondary applications.		CD.9.A.09 CD.9.B.09 CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12		Sl.9-10.1 Sl.9-10.4 Sl.9-10.6 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	C D B CD C	DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 4 DOK Level – 4
5. The student will integrate career knowledge and self-knowledge into a resume.		CD.9.A.09 CD.9.B.09 CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12		W.11-12.4 W.11-12.5 W.11-12.6 SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	C D B CD C	DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 4 DOK Level – 4
6. The student will design a presentation utilizing the knowledge gained about his/her educational plans and career choice highlighting his/her strengths to promote himself/herself for the world of work.		CD.9.A.09 CD.9.B.09 CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12		Sl.9-10.1 Sl.9-10.4 Sl.9-10.6 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	C D B CD C	DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 4 DOK Level – 4
ASSESSMENT DESCRIPTIONS*:						

The summative assessment for all units in the high school career development strand is **The Ultimate Experience for Seniors**. Students will create a media presentation chronicling their present career journey and showcasing their presentation to ninth grade students.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X___ Direct __X___ Indirect __X___ Experiential __X___ Independent study __x__ Interactive Instruction
1 2 3 4 5 6	See Lessons: Lesson #1: Career Portfolio (Grade 9) Lesson #2: Personal Code of Ethics (Grade 10) Lesson #3: Completing Applications (Grade 10) Lesson #4: The Resume (Grade 11) Lesson #5: The Ultimate Senior Career Project (Grade 12)X
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4 5 6	See Lessons: Lesson #1: Career Portfolio (Grade 9) Lesson #2: Personal Code of Ethics (Grade 10) Lesson #3: Completing Applications (Grade 10) Lesson #4: The Resume (Grade 11) Lesson #5: The Ultimate Senior Career Project (Grade 12)X

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching (Ls. 3) _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion (Ls. 3, 4) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling (Ls. 5) _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages (Ls. 3) _____ Correspondence Lessons _____ Learning Contracts _____ Homework	_____ Debates _____ Role Playing _____ Panels __x___ Brainstorming (Ls. 1) _____ Peer Partner Learning (Ls. 4) __x___ Discussion (Ls. 2) _____ Laboratory Groups __x___ Think, Pair, Share (Ls. 2) __x___ Cooperative Learning

				_____ Research Projects (Ls. 5) _____ Assigned Questions _____ Learning Centers	(Ls. 2) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit #1 Title: Who Am I And How Do I Fit Into The World? **Grade Level:** 9-12

Number of Lessons in Unit: 4

Time Required for each lesson: 50 minutes

Best time of year to implement this Unit: Beginning of the academic year.

Lesson Titles:

9th Grade Lesson # 1: Juggling New Opportunities

Materials/Special Preparations Required:

- Tennis Balls for Juggling or Three Stacks of Paper Stacks
- Fan
- *Self-Concept Checklist*
- *Improving Your Self-Concept* worksheet
- School Club/Organization List – School generated
- *Roles: How Do They Impact Me and for What Am I Responsible* worksheet
- Chart paper sticky notes

10th Grade Lesson # 2: Positive Self Talk

Materials/Special Preparations Required:

- Mirror
- *Looking at Me in my Family, School and Community* worksheet

11th Grade: Lesson # 3: Assessing Self-Concept

Materials/Special Preparations Required:

- Scale
- Weights
- *My Self Concept Report Card*

12th Grade: Lesson #4: My Action Plan

Materials/Special Preparations Required:

- *Action Plan For Maintaining Who I Am*

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.1: Understanding Self as an Individual and a Member of a Diverse Local and Global Community.

Grade Level Expectations (GLEs):

PS.1.A.09: Develop skills needed to maintain a positive self-concept. (DOK Level -2)

PS.1.B.09: Recognize increased roles and responsibilities of the individual within the family, school, and local community. (DOK Level - 2)

PS.1.C.09: Identify activities the individual might participate in to become a contributing member of a school community. (DOK Level -3)

PS.1.A.10: Implement skills necessary to exhibit and maintain a positive self-concept. (DOK Level -3)

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PS.1.B.10:	Prioritize roles and responsibilities and implement strategies to balance family, school, work, and local communities. (DOK Level - 3)
PS.1.C.10:	Identify and participate in activities that help the individual student become a contributing member of a global community. (DOK Level - 3)
PS.1.A.11:	Practice and modify the skills necessary to exhibit and maintain a positive self-concept. (DOK Level - 3)
PS.1.B.11:	Identify and utilize resources to help balance family, school, work, and local community roles. (DOK Level - 3)
PS.1.C.11:	Build upon activities and experiences that help the individual student become a contributing member of a global community. (DOK Level - 3)
PS.1.A.12:	Utilize the skills necessary to exhibit and maintain a life-long positive self-concept. (DOK Level - 4)
PS.1.B.12:	Exhibit the ability to balance personal, family, school, community, and work roles. (DOK Level - 4)
PS.1.C.12:	Exhibit the personal characteristics of a contributing member of a diverse community. (DOK Level - 4)

American School Counselor Association (ASCA) National Standard:
Personal Social Development

A. Students will acquire the knowledge, attitude, 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 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 8. Assess costs, benefits and other consequences of proposed solutions.
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

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

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

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X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Unit Essential Questions:

Who are you? And what makes a person fit into his or her world?

Unit Measurable Learning Objectives:

The student will determine: at least five characteristics of his/her self-concept identifying whether each would be positive or negative; at least five ways to improve or maintain his/her positive self-concept; and identify their roles and responsibilities as a family member, school members, and community member.
The student will identify at least three roles he/she has at home, school, and in the community and one responsibility for each role**.**
The student will identify at least two ways to improve or maintain his/her self-concept.
The student will write a reflective essay addressing at least four ways of maintaining and/or his/her self-concept.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Compare and Contrast)
__X__ Indirect (Problem Solving; Case Study; Reflective Discussion, Writing to Inform)
__X__ Experiential (Simulation; Surveys)
__X__ Independent Study (Learning Contracts)
__X__ Interactive Instruction (Brainstorming; Discussion)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will gain insight into their self-concepts by completing surveys and worksheets in order to complete an "Action Plan for Maintaining Who I Am" worksheet.

Brief Summary of Unit:
The maintenance action plan provides students with an activity to show their previous years of personal growth and a plan to maintain positive growth.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Knowledge of their individual roles for family, school, work and community
Skills to maintain and improve their self-concept
Recognition of personal ways for the individual to contribute as a member of their community

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Unit #1 Title: Who Am I and How Do I Fit Into the World?

Lesson Title: Assessing Self-Concept **Lesson** 3 of 4

Grade Level: 11

Length of Lesson: One class period

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.11: Practice and modify the skills necessary to exhibit and maintain a positive self-concept.
PS.1.B.11: Identify and utilize resources to help balance family, school, work, and local community roles.
PS.1.C.11: Build upon activities and experiences that help the individual student become a contributing member of a global community.

American School Counselor Association (ASCA) National Standard:
Personal and Social Development
A. Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others
B. Students will make decisions, set goals and take necessary action to achieve goals

Materials (include activity sheets and/ or supporting resources)

Scale
Weights
My Self-Concept Report Card

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

X	Goal 1: Gather, analyze and apply information and ideas 10 Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 8. Assess costs, benefits and other consequences of proposed solutions.
X	Goal 4: Make decisions and act as responsible members of society 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)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify at least two ways to improve or maintain his/her self-concept.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will complete an activity sheet and participate in a class discussion of the consequences of maintaining a negative view of self in contrast to the benefits of maintaining a positive self-concept.

Lesson Preparation

Essential Questions:
How would a positive self-concept help you grow?
Could this growth occur with a negative self-concept?
What suggestions could you give to someone who has a negative self-concept?

Engagement (Hook):
Demonstrate, with the scale and weights, how negative comments, activities, and situations weigh down a person's self-concept. How might someone's negative view of self be cancelled out by positive self-talk and positive comments? Students may participate by placing a weight for every negative comment and removing a weight for every positive comment. Counselor will use positive and negative statements based on the *My Self-Concept Report Card* examples.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Instruct students to complete the "My Self-Concept Report Card" worksheet.	1. Students complete the worksheet
2. Discuss the worksheet and write student's responses on the board.	2. Students share responses.
3. Have students make a personalized list of the things they would to improve or maintain their positive self-concept.	3. Students will make a list on the back of their worksheets.

Teacher Follow-Up Activities

Teacher may have students discuss the use of the activities as they happen within the classroom. Periodically, teacher will review the "My Self-Concept Report Card" worksheet and ask for positive reinforcement examples observed in the student's lives.

Counselor reflection notes (completed after the lesson)

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Name: _____

Date: _____

My Self-Concept Report Card

What grade would you give yourself in the following areas? Only you will see your answers.

A= Always
B= Most of the Time
C= Sometimes
D= Rarely
F= Never

AREA	**GRADE**
Positive Attitude	
Ability to express my feelings/thoughts accurately to others	
Ability to develop good relationships with others	
Positive self-talk	
Taking care of myself physically	
Taking care of myself emotionally	
Respect for myself	
Ability to set boundaries in a relationship (stay out of “drama”)	
Ability to disregard rumors or gossip	
Ability to cope with false statements about me	

What are some ways I would be able to bring up my grade in the areas I scored poorly?

Make a personal list of ways to improve or maintain your positive self-concept.

_____ _____

_____ _____

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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: Who Am I And How Do I Fit Into The World? The maintenance action plan provides students with an activity to show their previous years of personal growth and a plan to maintain positive growth.	**SUGGESTED UNIT TIMELINE:** 4 Lessons **CLASS PERIOD (min.):** 50 minutes each

ESSENTIAL QUESTIONS:
Who are you? And what makes a person fit into his or her world?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will determine: at least five characteristics of his/her self-concept identifying whether each would be positive or negative; at least five ways to improve or maintain his/her positive self-concept; and identify their roles and responsibilities as a family member, school members, and community member.		PS.1.A.09: Develop skills needed to maintain a positive self-concept. PS.1.B.09: Recognize increased roles and responsibilities of the individual within the family, school, and local community. PS. 1.C.09 Identify activities the individual might participate in to become a contributing member of the		W.9-10.2 W.9-10.4 W.9-10.10 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others. P/SD B. Students will make decisions, set goals and take necessary action to achieve goals.	Level 2 Level 2 Level 3

		school community. PS. 1.A.10: Implement skills necessary to exhibit and maintain a positive self-concept. PS.1.B.10: Prioritize roles and responsibilities and implement strategies to balance family, school, work, and local communities. PS.1.C.10: Identify and participate in activities that help the individual student become a contributing member of the global community. PS.1.A.11: Practice and modify the				Level 3 Level 3 Level 3 Level 3

		skills necessary to exhibit and maintain a positive self-concept.				
		PS.1.B.11: Identify and utilize resources to help balance family, school, work, and local community roles.				Level 3
		PS.1.C.11: Build upon activities and experiences that help the individual student become a contributing member of a global community.				Level 3
		PS. 1.A.12: Utilize the skills necessary to exhibit and maintain a life-long positive self-concept.				Level 4

		PS.1.B.12: Exhibit the ability to balance personal, family, school, community, and work roles. PS.1.C.12: Exhibit the personal characteristics of a contributing member of a diverse community.				Level 4 Level 4
2. The student will identify at least three roles he/she has at home, school, and in the community and one responsibility for each role.		PS.1.A.09 PS.1.B.09 PS.1.C.09 PS.1.A.10 PS.1.B.10 PS.1.C.10 PS.1.A.11 PS.1.B.11 PS.1.C.11 PS.1.A.12 PS.1.B.12 PS.1.C.12		W.9-10.2 W.9-10.3 W.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	P/SD A P/SD B	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4
3. The student will identify at least two ways to improve or maintain his/her self-concept.		PS.1.A.09 PS.1.B.09 PS.1.C.09 PS.1.A.10 PS.1.B.10 PS.1.C.10 PS.1.A.11 PS.1.B.11		SL. 11-12.1 SL. 11-12.4 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	P/SD A P/SD B	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 3

		PS.1.C.11 PS.1.A.12 PS.1.B.12 PS.1.C.12				Level 3 Level 4 Level 4 Level 4
4. The student will write a reflective essay addressing at least four ways of maintaining and/or his/her self-concept.		PS.1.A.09 PS.1.B.09 PS.1.C.09 PS.1.A.10 PS.1.B.10 PS.1.C.10 PS.1.A.11 PS.1.B.11 PS.1.C.11 PS.1.A.12 PS.1.B.12 PS.1.C.12		W.11-12.2 W.11-12.4 SL. 11-12.1 SL. 11-12.4 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	P/SD A P/SD B	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4

ASSESSMENT DESCRIPTIONS*:
Students will gain insight into their self-concepts by completing surveys and worksheets in order to complete an "Action Plan for Maintaining Who I Am" worksheet.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X___ Direct __X___ Indirect __X___ Experiential __X___ Independent study __X___ Interactive Instruction
1 2 3 4	See Lessons: 9th Grade Lesson 1 Juggling New Opportunities 10th Grade Lesson 2 Positive Self Talk 11th Grade Lesson 3 Assessing Self-Concept 12th Grade Lesson 4 My Action Plan
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	See Lessons: 9th Grade Lesson 1 Juggling New Opportunities 10th Grade Lesson 2 Positive Self Talk 11th Grade Lesson 3 Assessing Self-Concept 12th Grade Lesson 4 My Action Plan

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

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit 1 Title: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level: 9-12

Number of Lessons in Unit: 7 (2 lessons per grade level 9th-11th)

Time Required for each lesson: 30-45 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

9th Grade: Lesson # 1 - The Clique

Materials/Special Preparations Required

- Pens
- Pencils
- *The Clique* student handout

9th Grade: Lesson # 2 - Bursting Stereotypes

Materials/Special Preparations Required

- 2-dozen multi-colored balloons inflated
- 2-dozen paper or tag board sentence strips, 2-inches wide by 12-inches long
- Thumbtacks (optional)
- Colored pencils or markers
- Common pin (safety)

10th Grade: Lesson # 3 - Listening Exercise

Materials/Special Preparations Required

- Pens
- Pencils
- *Listening Stems* activity sheet for each pair of students

10th Grade: Lesson # 4 - Origins: A simple word game (for use in human relations trainings)

This lesson is an adaptation of a lesson from www.tolerance.org (see lesson plan).

Materials/Special Preparations Required

- Timer
- Handouts printed on two different types of colored paper
- Three judges
- *Origins: A Simple Word Game for Use In Human Relations Training* handout
- *What Do These Words or Phrases Mean* handout

11th Grade: Lesson # 5 - Using Negotiation to Settle Difficulties

Materials/Special Preparations Required

- Black/White Board or an overhead projector
- Index cards
- Pens
- Pencils
- *Negotiating Skill Components* handout

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11th Grade: Lesson # 6 - Diversity Day

Materials/Special Preparations Required

List of performers and speakers (Partners in Education is a possible reference for resources), for example:

- Flamenco dancers/guitarist
- Country Line Dancers
- Irish Dancers
- Native American Flute Player
- Multicultural Storyteller
- Brazilian Musician
- Scottish Storyteller/Bagpipe player
- Square Dancers

Performance Areas with chairs and adequate space
Signs for each location
A/V equipment as needed
Publicity
Thank-you notes

12th Grade: Lesson # 7 - Managing Conflicts

Materials/Special Preparations Required

Managing Conflicts worksheet
Alternative for Solving Conflicts handout
Pens
Pencils

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.09: Demonstrate the ability to use interpersonal skills needed to maintain quality relationships. (DOK Level - 2)
PS.2.B.09: Explore cultural identity and world views within the community. (DOK Level - 2)
PS.2.C.09: Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills. (DOK Level - 3)
PS.2.A.10: Practice interpersonal skills in order to help maintain quality relationships. (DOK Level - 3)
PS.2.B.10: Promote acceptance and respect for cultural differences within the global community. (DOK Level - 3)
PS.2.C.10: Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others. (DOK Level - 3)
PS.2.A.11: Apply interpersonal skills needed to maintain quality relationships. (DOK Level - 3)
PS.2.B.11: Exhibit respect for different cultures and points of view. (DOK Level - 4)
PS.2.C.11: Accept personal responsibility in conflict situations. (DOK Level - 4)
PS.2.A.12: Exhibit the interpersonal skills to maintain quality relationships. (DOK Level - 4)
PS.2.B.12: Advocate respect for individuals and groups. (DOK Level - 4)
PS.2.C.12: Utilize and accept personal responsibility in relationships with others. (DOK Level - 4)

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American School Counselor Association (ASCA) National Standard:

Personal Social Development

A. Students will acquire the knowledge, attitude, 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.
C. Students will understand safety and survival skills.

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

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

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) 6. Participating in formal and informal presentations and discussions of issues and ideas 7. Identifying and evaluating relationships between language and culture
	Mathematics	
X	Social Studies	2. Continuity and change in the history of Missouri, the United States and the world 5. The major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment 6. Relationships of the individual and groups to institutions and cultural traditions 7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 4. Principles of movement and physical fitness 5. Methods used to assess health, reduce risk factors, and

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		avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts 2. The principles and elements of different art forms 3. The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts 4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines 5. Visual and performing arts in historical and cultural contexts

Unit Essential Questions:

Why is it important to embrace diversity?

Unit Measurable Learning Objectives:

The student will write a reflection on his/her experience with cliques including at least two advantages and disadvantages of cliques.
The student will write a journal entry including at least two things they have learned about stereotypes and at least one action he/she can take to combat stereotypes.
The student will write a journal entry identifying a least one action he/she can take to improve communication in one of his/her relationships.
The student will write a journal entry including at least one feeling and two thoughts about stereotypical sayings.
The student will make note of the 9 negotiating skills observed during role plays by circling the observed skills on the "Negotiating Skills Components" worksheet.
The student will demonstrate at least one negotiating skill in a role play situation.
The student will complete a reflection form following the performers and speakers answering the following: I learned that ……..; I wish I……; I want to ……..; In order to learn more about the cultural traditions I will ……
The student will complete the following reflection regarding the discussion about student relationships & conflicts: What did I learn about myself during this activity? Which of the alternatives for solving conflicts would I like to try more often?

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Demonstrations; Guided & Shared)
__X__ Indirect (Problem Solving; Reflection Discussion; Writing to Inform)
__X__ Experiential (Simulations; Games; Role-playing)
__X__ Independent Study (Journals, Research Projects)
__X__ Interactive Instruction (Role-playing; Peer Partner Learning; Discussion; Problem Solving)

Unit Summative Assessment (acceptable evidence):

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Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will research their racial identity/heritage and write a short essay, poem, song, or rap on their findings and will present this information to their peers.

Brief Summary of Unit:
Standard PS2 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 other 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.

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

1. Knowledge of interpersonal skills that will help maintain quality relationships
2. Knowledge of strategies that promote acceptance and respect of others within the global community
3. An awareness of personal responsibility in conflict situations

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Unit #1 **Title:** Interacting With Others In Ways That Respect Individual and Group Difference

Lesson Title: Using Negotiation to Settle Difficulties **Lesson:** 5 of 7

Grade Level: 11

Length of Lesson: 30 - 45 minutes

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

Grade Level Expectations (GLEs):
PS.2.A.11: Apply interpersonal skills needed to maintain quality relationships
PS.2.C.11: Accept personal responsibility in conflict situations

American School Counselor Association (ASCA) National Standard:
Personal Social Development

A. Students will acquire the knowledge, attitude, 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)

Black/White Board or SMART Board
Index cards
Pens
Pencils
Negotiating Skills Components handout

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
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

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	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 6. Identify tasks that require a coordinated effort and work with others to complete those tasks

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
	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 make note of the 9 negotiating skills observed during role plays by circling the observed skills on the *Negotiating Skills Components* worksheet.
The student will demonstrate at least one negotiating skill in a role play situation.

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.
After each role-play, the class will discuss the enactment of scenario and the effectiveness of choices made by participants. Each student will contribute a "helpful hint" for resolving conflict while respecting others. Hints will be compiled into a booklet and distributed to students.

Lesson Preparation

Essential Questions:
What does a quality relationship look like and how is it maintained?
What does it mean to utilize and accept personal responsibility in relationships with others?

Engagement (Hook):
Instructor will pose the following question: Have you ever done something you knew was wrong

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but you did it anyway due to peer pressure? (Instructor will self-disclose a personal experience from his or her past.)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Instructor will provide the *Negotiating Skills Components* handout.	1. Students review list of *Negotiating Skills Components* handout.
2. Instructor will select two students to role-play a mock argument in which one student is trying to convince the other to skip school in order to be accepted into a group.	2. Students will volunteer to perform the mock role-play. Be sure to monitor the frequency of participation…to assure that no student monopolizes the time. Others students will watch and note which skills from the *Negotiation Skills Components* worksheet were utilized.
3. Instructor will facilitate a discussion of the role-play and the negotiation skills utilized.	3. Students will participate in discussion of role-play and skills utilized.
4. Instructor will direct students to work in pairs to create new role-plays involving peer pressure (use index cards).	4. Each student pair will develop a role-play and will write the scenario on an index card.
5. Instructor will collect and randomly select scenarios and students to perform role-plays as time permits.	5. Students will role-play selected scenarios incorporating skills from the "Negotiating Skills Component" handout.
6. After each role-play, instructor will facilitate a discussion of the role-play and skills utilized.	6. Students will participate in discussion of role-play the skills utilized and the relationship of role play to real-life conflict situations.

Teacher Follow-Up Activities

Instructor leads discussion on ways in which negotiation techniques can be used to avoid gang violence, and problems between friends, family, and school.

Counselor reflection notes (completed after the lesson)

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Negotiating Skills Components

1. Decide if there is a problem between you and any other person(s).
2. Inform that person(s) about what you think is the problem.
3. Meet face to face to discuss the problem.
4. Listen to each other with open minds.
5. Respect each other's opinions.
6. Take a few minutes to recycle the other person's opinions in your mind.
7. Try to determine why he/she felt that way.
8. Avoid finger-pointing.
9. Work out a compromise that pleases both of you.

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Unit #1 **Title:** Interacting With Others In Ways That Respect Individual and Group Differences

Lesson Title: Diversity Day **Lesson** 6 of 7

Grade Level: 11

Length of Lesson: 90 minutes – one day

Missouri Comprehensive Guidance and Counseling Big Idea:
PS2: Interacting With Others In Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
PS.2.B.11: Exhibit respect for different cultures and points of view

American School Counselor Association (ASCA) National Standard:
Personal Social Development

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

Materials (include activity sheets and/ or supporting resources)

List of performers and speakers (Partners in Education is a possible reference for resources), for example:

- Flamenco dancers/guitarist
- Country Line Dancers
- Irish Dancers
- Native American Flute Player
- Multicultural Storyteller
- Brazilian Musicians
- Scottish Storyteller/Bagpipe player
- Square Dancers/Square dance caller

Performance Areas with chairs and adequate space
Signs for each location
A/V equipment as needed
Publicity
Thank-you notes

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 9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others 4. Present perceptions and ideas regarding works of the arts, humanities and sciences

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	5. Perform or produce works in the fine and practical arts
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) 6. Participating in formal and informal presentations and discussions of issues and ideas 7. Identifying and evaluating relationships between language and culture
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
X	Health/Physical Education	4. Principles of movement and physical fitness
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts 2. The principles and elements of different art forms 3. The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts 4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines 5. Visual and performing arts in historical and cultural contexts

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will complete a reflection form following the performers and speakers answering the following: I learned that_____, I wish I _____, I want to _____, In order to learn more about the cultural traditions I will _____.

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Lesson Formative Assessment (acceptable evidence):

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

Students will complete an evaluation/short reflection of the day utilizing prompts given by the counselor.

Lesson Preparation

Essential Questions:

Why is respect for others important?

Engagement (Hook):

Music and publicity during morning announcements prior to the event.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Form a committee of students and staff to plan the day. • Determine how many class periods and performers are appropriate. • Contact and organize performers and set up performance times. • Design method for assigning classes or student body to various venues. • Publicize event through the web page, flyers, announcements, and school paper. • Set up performance areas.	1. Students will participate in the planning of "Diversity Day" (hour or day) activities.
2. Assist performers as necessary.	2. Student body will participate in "Diversity Day" or hour.
3. Write thank-you notes.	3. After the performance, students will write an evaluations/short reflection of performances to be given to counselor. Students will write an entry in their journals following the prompt provided in the formative Evaluation.

Teacher Follow-Up Activities

Instructor can encourage a deeper understanding of various cultures through research, videos, food, further performances, etc.

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Counselor reflection notes (completed after the lesson)

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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: : Interacting With Others in Ways That Respect Individual and Group Differences PS2 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 other 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.	**SUGGESTED UNIT TIMELINE:** 7 Lessons (grades 9-12) **CLASS PERIOD (min.):** 30 – 45 minutes each
ESSENTIAL QUESTIONS: 1. Why is it important to embrace diversity?	

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 on his/her experience with cliques including at least two advantages and disadvantages of cliques.		PS.2.A.09: Demonstrate the ability to use interpersonal skills needed to maintain quality relationships. PS.2.B.09: Explore cultural identity and world views within the community. PS.2.C.09: Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills.		W.9-10.1 W.9-10.2 W.9-10.3 W.9-10.4 SL9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.5	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others. P/SD B. Students will make decisions, set goals and take necessary action to achieve goals. P/SD C.	Level 2 Level 2 Level 3

		PS.2.A.10: Practice interpersonal skills in order to help maintain quality relationships.			Students will understand safety and survival skills.	Level 3
		PS.2.B.10: Promote acceptance and respect for cultural differences within the global community.				Level 3
		PS.2.C.10: Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others.				Level 3
		PS.2.A.11: Apply interpersonal skills needed to maintain quality relationships.				Level 3
		PS.2.B.11: Exhibit respect for different cultures and points of view.				Level 4

		PS.2.C.11: Accept personal responsibility in conflict situations. PS.2.A.12: Exhibit the interpersonal skills to maintain quality relationships. PS.2.B.12 Advocate respect for individuals and groups. PS.2.C.12: Utilize and accept personal responsibility in relationships with others.				Level 4 Level 4 Level 4 Level 4
2. The student will write a journal entry including at least two things they have learned about stereotypes and at least one action he/she can take to combat stereotypes.		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10. PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		W.9-10.2 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4

3. The student will write a journal entry identifying a least one action he/she can take to improve communication in one of his/her relationships.		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10 PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		W.9-10.2 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4
4. The student will write a journal entry including at least one feeling and two thoughts about stereotypical sayings.		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10 PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		W.9-10.2 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4
5. The student will make note of the 9 negotiating skills observed during role plays by circling the observed skills on the "Negotiating Skills Components" worksheet.		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10 PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12. PS.2.C.12.		SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.5	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4
6. The student will demonstrate at least one negotiating skill in a role play situation.		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10		W.11-12.3 SL.11-12.1 L.11-12.1 L.11-12.2	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3

		PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		L.11-12.3 L.11-12.5		Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4
7. The student will complete a reflection form following the performers and speakers answering the following: I learned that ……..; I wish I……; I want to ……..; In order to learn more about the cultural traditions I will ……		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10 PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		W.11-12.1 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.10 SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4
8. The student will complete the following reflection regarding the discussion about student relationships & conflicts: What did I learn about myself during this activity? Which of the alternatives for solving conflicts would I like to try more often?		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10 PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		W.11-12.3 SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.5	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4

ASSESSMENT DESCRIPTIONS*:
Students will research their racial identity/heritage and write a short essay, poem, song, or rap on their findings and will present this information to their peers.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X___ Direct __X___ Indirect __X___ Experiential __X___ Independent study

	__X___ Interactive Instruction
1 2 3 4 5 6 7 8	See Lessons: 9th Grade: Lesson 1 - The Clique 9th Grade: Lesson 2 - Bursting Stereotypes 10th Grade: Lesson 3 - Listening Exercise 10th Grade: Lesson 4 - Origins: A simple word game (for use in human relations trainings) 11th Grade: Lesson 5 - Using Negotiation to Settle Difficulties 11th Grade: Lesson 6 - Diversity Day 12th Grade: Lesson 7 - Managing Conflicts
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4 5 6 7 8	See Lessons: 9th Grade: Lesson 1 - The Clique 9th Grade: Lesson 2 - Bursting Stereotypes 10th Grade: Lesson 3 - Listening Exercise 10th Grade: Lesson 4 - Origins: A simple word game (for use in human relations trainings) 11th Grade: Lesson 5 - Using Negotiation to Settle Difficulties 11th Grade: Lesson 6 - Diversity Day 12th Grade: Lesson 7 - Managing Conflicts

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions ___X___ Demonstrations Ls 5, 6 ___X___ Guided & Shared - reading, listening, viewing, thinking Ls 4	___X___ Problem Solving Ls 5, 6, 7 _____ Case Studies _____ Reading for Meaning _____ Inquiry ___X___ Reflective Discussion Ls 2, 4 ___X___ Writing to Inform Ls 8 _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments ___X__ Simulations Ls 1,3 ___X___ Games Ls 4 _____ Storytelling _____ Focused Imaging _____ Field Observations ___X___ Role-playing Ls 5 _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction ___X___ Journals Ls 1, 2, 3, 4 _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework ___X___ Research Projects Ls 8 _____ Assigned Questions _____ Learning Centers	_____ Debates ___X___ Role Playing Ls 5 _____ Panels _____ Brainstorming ___X___ Peer Partner Learning Ls 3 ___X___ Discussion Ls 3, 4, 5, 6, 7 _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw ___X___ Problem Solving Ls 5, 6, 7 _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit #1 Title: Personal Safety Skills and Coping Strategies **Grade Level:** 9-12

Number of Lessons in Unit: 5 (2-9th grade lessons; 1 lesson each for 10th -12th grades)

Time Required for each lesson: 45-50 minutes

Best time of year to implement this Unit: Fall and/or Spring Semester

Lesson Titles:

9th Grade Lesson # 1: Safe and Healthy Life Choices (Part I)
Materials/Special Preparations Required:
Safe & Healthy Choices worksheet
List of local resources (e.g. Rape and Abuse Crisis Center, Alateen, etc.)

9th Grade Lesson # 2:Safe and Healthy Choices (Part II)
Materials/Special Preparation Required
Video Presentation or Presenter about making healthy choices
Presentation Review Assessment worksheet

10th Grade Lesson 3: Risk Taking Behaviors
Materials/Special Preparations Required
Video Presentation or Presenter about making healthy choices
Presentation Review Assessment worksheet

11th Grade Lesson # 4: Fatal Accident
Materials/Special Preparations Required
Docudrama or program provided by community emergency resources (e.g. highway patrol, police, fire department, hospital, etc)
Presentation Review Assessment worksheet
Presenters (e.g. highway patrolman, fireman, policeman, ambulance attendant, etc.)

12th Grade Lesson # 5: Community Wellness Fair
Materials/Special Preparations Required
List of community health and safety agencies
Envelopes and school letterhead
Thank-you notes
Tables
Chairs
Sign for each table to represent agency in attendance
Audio-visual equipment, as needed
Flyers announcing Wellness Fair
Hospitality Room with snacks for exhibitors
Newspaper article to promote community involvement
Wellness Fair Assessment worksheet

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Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectations (GLEs):
PS.3.A.09: Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices. (DOK Level - 2)
PS.3.A.10: Utilize decision-making skills to evaluate risk-taking behavior. (DOK Level - 3)
PS.3.A.11: Analyze the impact of personal decisions on the safety and health of self and others. (DOK Level - 4)
PS.3.A.12: Utilize decision-making skills to make safe and healthy life choices. (DOK Level - 4)
PS.3.B.09: Identify and utilize resources available to address personal safety issues. (DOK Level - 2)
PS.3.B.10: Evaluate and review resources that address personal safety issues. (DOK Level - 3)
PS.3.B.11: Demonstrate skills that reinforce a safe environment for all students. (DOK Level - 4)
PS.3.B.12: Advocate for the personal safety of self and others. (DOK Level - 4)
PS.3.C.09: Identify resources to help individuals cope with life changes or events. (DOK Level - 2)
PS.3.C.10: Analyze and refine individual coping skills to manage life-changing events. (DOK Level - 3)
PS.3.C.11: Apply individual coping skills to manage life-changing events. (DOK Level - 3)
PS.3.C.12: Exhibit coping skills to manage life-changing events. (DOK Level - 4)

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

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

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

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
X	Mathematics	3. Data analysis, probability and statistic
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
X	Science	2. Properties and principles of force and motion 3. Characteristics and interactions of living organisms. 8. Impact of science, technology and human activity on

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		resources and the environment.
X	Health/Physical Education	1. Structures of, functions of, and relationships among human body systems. 3. Diseases and methods for prevention, treatment and control. 5.Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations.
	Fine Arts	

Unit Essential Questions:

How do safe and healthy choices affect our lives?

Unit Measurable Learning Objectives:

The student will identify 5 safe and healthy (or unsafe and unhealthy) choices in high school and list at least two factors that influence his/her decision to make healthy (or unhealthy) choices.
The student will view and evaluate a presentation on healthy choices and write three related questions or thoughts he/she would like to explore further.
The student will view and evaluate a presentation on the dangers of risky behavior and write three related questions to explore.
The student will participate in and evaluate a presentation from an emergency response agency and write three related thoughts to explore.
The student will participate in the planning of – and/or involvement in – a wellness fair.

Unit Instructional Strategies/Instructional Activities:

__X_ Direct (Lecture; Explicit Teaching; Demonstrations)
____ Indirect
__X_ Experiential (Simulations)
__X Independent Study (Learning Centers)
__X Interactive Instruction (Discussion; Interviewing; Conferencing)

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.
Through simulation, students will demonstrate problem-solving and decision-making skills and advocate for healthy life choices.
Students will demonstrate positive coping skills in managing life events by utilization of community resources.

Brief Summary of Unit:
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 wellbeing, or when a life situation requires a new way of coping.

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

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Problem solving steps, and decision-making and refusal skills.

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Unit 1 Title: Personal Safety Skills and Coping Strategies

Lesson Title: Fatal Accident **Lesson:** 4 of 5

Grade Level: 11

Length of Lesson: 45-50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectations (GLEs):
PS.3.A.11: Analyze the impact of personal decisions on the safety and health of self and others.
PS.3.B.11: Demonstrate skills that reinforce a safe environment for all students.
PS.3.C.11: Apply individual coping skills to manage life-changing events.

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

Materials (include activity sheets and/ or supporting resources)

Presenters (e.g. highway patrol, police, fireman, or ambulance attendant).
Audio of automobile crash
Presentation Review Assessment Worksheet

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

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

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	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
X	Science	2. Properties and principles of force and motion
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations.
	Fine Arts	

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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 participate in and evaluate a presentation from an emergency response agency and write three related thoughts to explore.

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 utilize, evaluate, review, and refine decision-making skills referencing risk-taking behaviors; address personal/safety issues, and management of life changing events through discussion.

Lesson Preparation

Essential Questions:

How do safe and healthy life choices affect our lives?

How is the knowledge of available resources used to manage life-changing events?

Engagement (Hook): Docudrama or play audio of sounds of an automobile crash, including silence that follows the crash. After students hear audio of crash, ask: "What was that!?" Students share their thoughts and feelings about what they heard.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will introduce the presenter, e.g. highway patrolman, policeman, fireman, or ambulance attendant.	1. Students will listen to the introduction of the presenter. Each student will formulate (in writing) at least one personally relevant question he or she wants to have answered.
2. The presenter from an emergency personnel agency will present information.	2. Students will listen to the presentation and formulate additional questions.
3. Presenter and/or counselor will lead follow-up discussion.	3. In small groups students will participate in discussion of the meaning/application of concepts presented.
4. Presenter will provide	4. Students receive information provided,

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handouts/resources from their area of specialty.	review and ask questions..

Teacher Follow-Up Activities

Teacher will inform counselor if student appears to be in need of assistance through appropriate resources.

Counselor reflection notes (completed after the lesson)

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Presentation Review Assessment

(Circle yes or no)

Yes No 1. I can identify risk-taking behaviors.

Yes No 2. I have been involved in a risk-taking behavior.

Yes No 3. I know where to find resources to assist with personal safety issues.

Yes No 4. I know how to assist others in finding resources for life changing events.

Yes No 5. Today's program was helpful in addressing personal safety.

Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about …

-
-
-

Presentation Review Assessment

(Circle yes or no)

Yes No 1. I can identify risk-taking behaviors.

Yes No 2. I have been involved in a risk-taking behavior.

Yes No 3. I know where to find resources to assist with personal safety issues.

Yes No 4. I know how to assist others in finding resources for life changing events.

Yes No 5. Today's program was helpful in addressing personal safety.

Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about …

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Course Description:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: Personal Safety Skills and Coping Strategies 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, or when a life situation requires a new way of coping.	**SUGGESTED UNIT TIMELINE:** 5 Lessons **CLASS PERIOD (min.):** 45 - 50 minutes each

ESSENTIAL QUESTIONS:
1. How do safe and healthy choices affect our lives?

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 5 safe and healthy (or unsafe and unhealthy) choices in high school and list at least two factors that influence his/her decision to make healthy (or unhealthy) choices.		PS.3.A.09: Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices. PS.3.A.10: Utilize decision-making skills to evaluate risk-taking behavior. PS.3.A.11: Analyze the impact of personal decisions on the safety and health of self and others PS.3.A.12: Utilize decision-making skills to make safe and healthy life choices. PS.3.B.09: Identify and utilize resources			P/S D C: Students will understand safety and survival skills	Level 2 Level 3 Level 4 Level 4 Level 2

		available to address personal safety issues. PS.3.B.10: Evaluate and review resources that address personal safety issues. PS.3.B.11: Demonstrate skills that reinforce a safe environment for all students. PS.3.B.12: Advocate for the personal safety of self and others. PS.3.C.09: Identify resources to help individuals cope with life changes or events. PS.3.C.10: Analyze and refine individual coping skills to manage life-changing events. PS.3.C.11: Apply individual coping skills to manage life-changing events. PS.3.C.12: Exhibit coping skills to manage life-changing events.				Level 3 Level 4 Level 4 Level 2 Level 3 Level 3 Level 4

2. The student will view and evaluate a presentation on healthy choices and write three related questions or thoughts he/she would like to further explore.		PS.3.A.09 PS.3.A.10 PS.3.A.11 PS.3.A.12 PS.3.B.09 PS.3.B.10 PS.3.B.11 PS.3.B 12 PS.3.C.09 PS.3.C.10 PS.3.C.11 PS.3.C.12			P/S D C	Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 3 Level 4
3. The student will view and evaluate a presentation on the dangers of risky behavior and write three related questions to explore.		PS.3.A.09 PS.3.A.10 PS.3.A.11 PS.3.A.12 PS.3.B.09 PS.3.B.10 PS.3.B.11 Ps .3.B 12 PS.3.C.09 PS.3.C.10 PS.3.C.11 PS.3.C.12			P/S D C	Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 3 Level 4

4. The student will participate in and evaluate a presentation from an emergency response agency and write three related thoughts to explore.		PS.3.A.09 PS.3.A.10 PS.3.A.11 PS.3.A.12 PS.3.B.09 PS.3.B.10 PS.3.B.11 Ps .3.B.12 PS.3.C.09 PS.3.C.10 PS.3.C.11 PS.3.C.12			P/S D C	Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 3 Level 4
5. The student will participate in the planning of – and/or involvement in – a wellness fair.		PS.3.A.09 PS.3.A.10 PS.3.A.11 PS.3.A.12 PS.3.B.09 PS.3.B.10 PS.3.B.11 PS.3.B 12 PS.3.C.09 PS.3.C.10 PS.3.C.11 PS.3.C.12			P/S D C	Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 3 Level 4

ASSESSMENT DESCRIPTIONS:

Through simulation students will demonstrate problem solving and decision making skills and advocate for healthy life choices.
Students will demonstrate positive coping skills in managing life events by utilization of community resources.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X_ Direct _____ Indirect

	__X__Experiential __X__Independent study __X__Interactive Instruction
1 2 3 4 5	See Lessons: Lesson #1: Safe and Healthy Life Choices (Part 1) Lesson #2: Safe and Healthy Life Choices (Part 2) Lesson #3: Risk Taking Behaviors Lesson #4: Fatal Accident Lesson #5: Community Wellness Fair
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4 5	See Lessons: Lesson #1: Safe and Healthy Life Choices (Part 1) Lesson #2: Safe and Healthy Life Choices (Part 2) Lesson #3: Risk Taking Behaviors Lesson #4: Fatal Accident Lesson #5: Community Wellness Fair

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview __X___ Lecture (Ls. 1, 2, 3) __X___ Explicit Teaching (Ls. 1, 2, 3) _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions __X___Demonstrations (Ls. 4) _____ Guided & Shared - reading, listening, viewing, thinking	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments ___X__ Simulations (Ls.4) _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions ___5___Learning Centers (Ls. 5)	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning ___X__Discussion (Ls. 1) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups ___X__ Interviewing (Ls. 5) ___X__ Conferencing (Ls. 5)

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: Learning for Life **Grade Level:** 9-12

Number of Lessons in Unit: 6 (2 lessons each for grades 9, 10; 1 lesson each for grades 11, 12)

Time Required for each lesson: 1 to 2 class periods

Best time of year to implement this unit: Beginning of school year

Lesson Titles:

9th Grade Lesson 1: Study Skills Workshop

Materials/Special Preparations Required:

Personal Study Skills and Habit Review Survey

Study Skills Tip Sheet

MSCA Pointers for Students - Searching for Solutions: Improving Student Study Skills Call the Missouri School Counselor Association 1-800-264-6722 or email at msca@mvp.net for copies

9th Grade Lesson 2: Making Your Own Master Calendar

Materials/Special Preparations Required:

School year calendar

Optional - Blank Calendar

10th Grade Lesson 3: Strategies for Taking Standardized Timed Tests

Materials/Special Preparations Required:

Individual student reports from standardized tests

PLAN PowerPoint presentation

PSAT/NMSQT DVD presentation

(The *PLAN* PowerPoint may be downloaded from www.act.org/plan.index.html Information over the *PSAT* DVD presentation may found at www.collegeboard.com. Test Prep information may be downloaded from either website.)

10th Grade Lesson 4: Prioritizing Time

Materials/Special Preparations Required:

Student Planners/Calendars

Index cards

11th Grade Lesson 5: Progressing Toward Graduation

Materials/Special Preparations Required:

Personal Plans of Study and credit checks

12th Grade Lesson 6: Self-assessment of Self-Management, Study and Test-Taking Skills

Materials/Special Preparations Required:

AD4 Grades 9-12 Summative Self-Evaluation: Parts 1, 2, & 3

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Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying skills needed for educational achievement.

Grade Level Expectations (GLEs):

AD.4.A.09: Review and build upon educational skills necessary to progress toward life-long learning goals.(DOK - 3)
AD.4.B.09: Review and build upon a self-management system and adjust to increased academic demands. (DOK - 4)
AD.4.A.10: Assess and apply educational skills necessary to progress toward individual life-long learning goals.(DOK - 4)
AD.4.B.10: Assess and apply a self-management system to meet increased academic demands. (DOK - 4)
AD.4.A.11: Consistently utilize educational skills necessary to progress toward individual life-long learning goals. (DOK - 4)
AD.4.B.11: Consistently utilize a self-management system and adjust to increased academic demands. (DOK – 4)
AD.4.A.12: Achieve educational levels necessary to teach, maintain, and continue with individual life-long learning goals. (DOK - 4)
AD.4.B12: Exhibit self-management skills necessary for educational achievement. (DOK - 2)

American School Counselor Association (ASCA) National Standards:
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 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems

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	4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet 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 (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	3. Data analysis, probability and statistics 6. Discrete mathematics (such as graph theory, counting techniques, matrices)
X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
X	Science	7. Processes of scientific inquiry (such as formulating and testing hypotheses)
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How do people develop habits?

Unit Measurable Learning Objectives:

The student will evaluate personal study skills, using the *Personal Study Skills and Habits Review Survey* and *Study Skills Tip Sheet.*
The student will identify at least one study skill habit, which he/she views as a personal strength.
The student also will identify at least one study skill habit to improve upon in order to reach his/her goals.
The student will complete a personal master calendar for the current school year.
Using standardized test score reports, the student will evaluate personal academic strengths and weaknesses.
The student will list at least three ways he/she will use test information to improve academic skills and standardized test scores.
The student will apply the concept of time management by identifying his/her top four priorities/commitments; creating list of priorities/commitments; and identifying strategies for making sure priorities/commitments are scheduled.

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The student will compose a paragraph in which he/she identifies the post-secondary option he/she intends to pursue and identifies the steps needed to attain that goal.
The students will adjust high school planning to conform to post-secondary goals.
The student will write a personal essay in which he/she will consider and analyze the skills he/she has developed during his/her school experience to help him/her be a life-long learner.
The student will review and evaluate his/her *Personal Plan of Study* and credit check to ensure progression toward meeting graduation requirements and post-secondary goals.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Structured Overview, Compare & Contrast, Demonstrations)
_X_ Indirect (Problem-Solving, Inquiry, Reflective Discussion, Writing to Inform, Concept Attainment)
_X_ Experiential (Role-Playing, Surveys)
_X_ Independent Study (Essays)
_X_ Interactive Instruction (Role-Playing, Discussion, Think/Pair/Share, Problem-Solving)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The 3-part summative evaluation for the "Learning for Life" Unit is conducted in the 12th grade. The assessment is a culmination of the work that students have completed in prior grades and encourages students to reflect and project regarding the knowledge and skills required to successfully achieve their goals and continue as life-long learners. This evaluation is located at the end of the 12th grade lesson.

Brief Summary of Unit:
This unit will continue to develop and evaluate students' self-management, study and test-taking skills that they have obtained during their educational career. These skills will enable them to become life-long learners.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
It will be important for the students to be familiar with self-management, goal-setting, study and test-taking skills. They will need the ability for apply self-assessment processes.

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Unit 1 Title: Learning for Life

Lesson Title: Progressing Toward Graduation **Lesson:** 5 of 6

Grade Level: 11

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying skills needed for educational achievement.

Grade Level Expectation (GLE):
AD.4.B.11: Consistently utilize a self-management system and adjust to increased academic demands.

American School Counselor Association National Standard (ASCA):
Academic Development
A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across a lifespan.

Materials (include activity sheets and/ or supporting resources)

Personal Plans of Study and credit checks

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

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	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 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 (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	

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	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 review and evaluate his/her *Personal Plan of Study* and credit checks to ensure progression toward meeting graduation requirements and postsecondary goals.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students will engage in a self-assessment of the alignment of graduation requirements, post-secondary goals with the courses they have completed and the grades they have earned to make sure they will graduate on time.

Lesson Preparation

Essential Questions:
What do I still need to do in high school to be successful and attain my goals after graduation?

Engagement (Hook): Have students write a short paragraph that, in general, states what they will be doing after graduation. Have volunteers share their information with the class. Ask those students who shared to explain how they will go about doing what they wrote about.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Ask volunteer students to describe how they plan to achieve graduation goals.	1. Students will read their paragraphs and describe how they plan to attain those goals.
2. Discuss the possible options students have after graduation. Four-year College/ University, Two-year College/Technical School, Work, and the Military. Ask students to indicate, if they have not already, which one of those areas they are planning on going into after graduation.	2. Students write down which of the four areas they will be going into after graduation and how that choice will help them attain the goals they identified in #1.
3. Class discussion over what has to be accomplished in high school in order for	3. Students give suggestions as to what they need to do in order to meet their

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their goals to be attained.	post-secondary goals.
4. Pass out student *Personal Plans of Study* and credit checks and go over the plans with the students.	4. Students will review information on their plans and adjust their plans according to what their post-secondary plans are.
5. Have students list what they need to do in order to graduate and prepare themselves for their post-secondary goals.	5. Students list what they still need to do to graduate and prepare for future education or training.

Teacher Follow-Up Activities

Teachers may choose to have their students write a short paper that will outline their goals and describe the steps needed to attain them.

Counselor reflection notes (completed after the lesson)

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Academic Development

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

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

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

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

UNIT DESCRIPTION: Learning for Life This unit will continue to develop and evaluate students' self-management, study and test-taking skills that they have obtained during their educational career. These skills will enable them to become life-long learners.	**SUGGESTED UNIT TIMELINE:** 6 (2 lessons each for grades 9, 10; 1 lesson each for grades 11, 12) **CLASS PERIOD (min.):** 1 to 2 class periods

ESSENTIAL QUESTIONS:

1. How do people develop habits?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will evaluate personal study skills, using the *Personal Study Skills and Habits Review Survey* and *Study Skills Tip Sheet.*		AD.4.A.09: Review and build upon educational skills necessary to progress toward life-long learning goals. AD.4.B.09: Review and build upon a self-management system and adjust to increased academic demands. AD.4.A.10: Assess and apply educational skills necessary to progress toward individual life-long learning goals. AD.4.B.10: Assess and apply a self-management system to meet increased academic demands.		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK 3 DOK 4 DOK – 4 DOK - 4

		AD.4.A.11: Consistently utilize educational skills necessary to progress toward individual life-long learning goals. AD.4.B.11: Consistently utilize a self-management system and adjust to increased academic demands. AD.4.A.12: Achieve educational levels necessary to teach, maintain, and continue with individual life-long learning goals. AD.4.B12: Exhibit self-management skills necessary for educational achievement.				DOK – 4 DOK – 4 DOK – 4 DOK - 2
2. The student will identify at least one study skill habit, which he/she views as a personal strength.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11 AD.4.A.12 AD.4.B12		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4 DOK – 4 DOK – 4 DOK – 4 DOK - 2
3. The student also will identify at least one study skill habit to improve upon in order to reach his/her goals.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4 DOK – 4 DOK – 4

		AD.4.A.12 AD.4.B12		L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6		DOK – 4 DOK - 2
4. The student will complete a personal master calendar for the current school year.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11 AD.4.A.12 AD.4.B12		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4 DOK – 4 DOK – 4 DOK – 4 DOK - 2
5. Using standardized test score reports, the student will evaluate personal academic strengths and weaknesses.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11 AD.4.A.12 AD.4.B12		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4 DOK – 4 DOK – 4 DOK – 4 DOK - 2
6. The student will list at least three ways he/she will use test information to improve academic skills and standardized test scores.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11 AD.4.A12 AD.4.B12		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4 DOK – 4 DOK – 4 DOK – 4 DOK - 2
7. The student will apply the concept of self-management by identifying his/her top four priorities/commitments; creating list of priorities/commitments; and identifying strategies for making sure priorities/commitments are scheduled.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11 AD.4.A.12 AD.4.B12		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4 DOK – 4 DOK – 4 DOK – 4 DOK - 2
8. The student will compose a paragraph in which he/she identifies the post-secondary option.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10		SL. 11-12.1 SL. 11-12.4 L.11-12.1 L.11-12.2 L.11-12.3	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4

		AD.4.A.11 AD.4.B.11 AD.4.A.12 AD.4.B12		L.11-12.4 L.11-12.5 L.11-12.6 W.11-12.1 W.11-12.3 W.11-12.4 W.11-12.9 W.11-12.10		DOK – 4 DOK – 4 DOK – 4 DOK - 2

ASSESSMENT DESCRIPTIONS*:

The 3-part summative evaluation for the "Learning for Life" Unit is conducted in the 12th grade. The assessment is a culmination of the work that students have completed in prior grades and encourages students to reflect and project regarding the knowledge and skills required to successfully achieve their goals and continue as life-long learners. This evaluation is located at the end of the 12th grade lesson.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x___ Direct __x___ Indirect __x___ Experiential __x___ Independent study __x___ Interactive Instruction
	See:
1	Lesson 1 Grade 9 Study Skills Workshop
2	Lesson 2 Grade 9 Making Your Own Master Calendar
3	Lesson 3 Grade 10 Strategies for Taking Standardized Timed Tests
4	Lesson 4 Grade 10 Prioritizing Time
5	Lesson 5 Grade 11 Progressing Toward Graduation
6	Lesson 6 Grade 12 Self Assessment of Self-Management, Study and Test-Taking Skills
7	
8	
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1	See:
2	Lesson 1 Grade 9 Study Skills Workshop
3	Lesson 2 Grade 9 Making Your Own Master Calendar
4	Lesson 3 Grade 10 Strategies for Taking Standardized Timed Tests

5 6 7 8	Lesson 4 Grade 10 Prioritizing Time Lesson 5 Grade 11 Progressing Toward Graduation Lesson 6 Grade 12 Self Assessment of Self-Management, Study and Test-Taking Skills				
	Direct: __x___ Structured Overview (Ls. 1) _____ Lecture __x___ Explicit Teaching (Ls. 3) _____ Drill & Practice __x___ Compare & Contrast (Ls. 3) _____ Didactic Questions __x___ Demonstrations (Ls. 2) _____ Guided & Shared - reading, listening, viewing, thinking	**Indirect:** __x___ Problem Solving (Ls. 2-3) _____ Case Studies _____ Reading for Meaning __x___ Inquiry (Ls. 5) __x___ Reflective Discussion (Ls. 3-5-6) __x__ Writing to Inform (Ls. 5) _____ Concept Formation _____ Concept Mapping __x___ Concept Attainment (Ls. 4-5-6) _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations __x___ Role-playing (Ls. 4) _____ Model Building __x___ Surveys (Ls. 1-6)	**Independent Study** __x___ Essays (Ls. 6) _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates __x___ Role Playing (Ls. 4) _____ Panels _____ Brainstorming _____ Peer Partner Learning ___x__ Discussion (Ls. 2-4-5) _____ Laboratory Groups ___x__ Think, Pair, Share (Ls. 6) _____ Cooperative Learning _____ Jigsaw ___x__ Problem Solving (Ls. 3-4) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

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

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

Unit #1 Title: Applying the Skills of Transitioning Between Educational Levels **Grade Level:** 9-12

Number of Lessons in Unit: 4 (one lesson each for 9, 10, 11, and 12)

Time Required for each lesson:
9th grade lesson will require 55 to 70 minutes
10th grade lesson will require 55 to 70 minutes
11th grade lesson will require 55 to 70 minutes
12th grade lesson will require 50 minutes per student

Best time of year to implement this Unit:
9th grade training will begin before the beginning of the freshmen year
10th grade during the first semester
11th grade any time during academic year
12th grade during the second semester

Lesson Titles:
9th Grade Lesson 1: Freshmen Mentor Program: Meeting My Mentor
(This program uses trained upper grade students to mentor freshmen throughout the 9th grade academic year.)
Materials/Special Preparations Required:
Trained mentors (Training should take place before activity)
Paper, pen, flip charts, markers
Interview Guidelines and *How Well Do You Know Your School?*

10th Grade Lesson 2: Exploration of Post-Secondary Options
Materials/Special Preparations Required:
Computer access for each student and/or several copies of college guides
Alumni of your school
Written instructions for navigating the selected program, such as Missouri Connections, Choices, or Discover (ACT) and a sample analysis sheet for chosen program or website where student may do a college search (www.act.org www.collegeview.com www.petersons.com)

11th Grade Lesson 3: Get Set For College (Duplicate Lesson for CD8, Unit 5, Lesson 3 of 4)
Materials/Special Preparations Required:
Get Set for College Scavenger Hunt
Pencil/pen
Get Set for College ACT booklet
To obtain your free ACT booklets contact 1-319-337-1000 or download materials at http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf.

12th Grade Lesson 4: 12th Grade Post-Secondary Checklist
Materials/Special Preparations Required

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Am I Ready… Activity Sheet
A list of your high school's graduation requirements
Pencil/pen
Students' Personal Plans of Study

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

Grade Level Expectations (GLEs):
AD.5.A.09: Apply information and skills necessary to transition into high school. (DOK Level - 3)
AD.5.A.10: Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options. (DOK Level - 4)
AD.5.A.11: Increase knowledge and refine skills in preparation for the senior year and post-secondary options. (DOK Level - 3)
AD.5.A.12: Utilize the achievement and performance skills necessary to transition to post-secondary options. (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.
B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
C. Students will understand the relationship of academics to the world of work and to life at home and in the community.

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 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 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 9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies 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

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	2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace
X	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 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 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 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	3. Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions 7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
	Fine Arts	

Unit Essential Questions:

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Why are healthy self care skills and behaviors necessary when adjusting to transitions?

Unit Measurable Learning Objectives:

Each freshman student will meet with their mentor for the interview to complete and discuss the *How Well Do You Know Your School* worksheet and the interview guidelines worksheet.

The student will make a list of 2-3 post secondary options and required information necessary for application. Students will write an essay about their transitional needs.

The student will complete the *Get Set for College* scavenger hunt and discuss with classmates.

The student will complete *Am I Ready* checklist/activity sheet, using their Personal Plan of Study.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Compare & Contrast; Demonstrations; Guided & Shared reading, listening, viewing, thinking)
_X_ Indirect (Problem Solving)
___ Experiential
_X_ Independent Study (Essays)
_X_ Interactive Instruction (Panels; Brainstorming; Discussion, Think, Pair, Share; Interviewing)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Counselor will meet individually with seniors during the second semester of their senior year. Counselor and student will complete a post-secondary checklist. (See appendix.)

Brief Summary of Unit:

This unit gives counselors the tools to help students successfully transition into high school, through high school, and beyond.

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

Students will need to have and understand their four year-plan and applicable vocabulary.

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Unit #1 Title: Applying the Skills of Transitioning Between Educational Levels

Lesson Title: Get Set For College **Lesson:** 3 of 4
(Duplicate Lesson for CD8, Unit 5 Lesson 3 of 4)

Grade Level: 11

Length of Lesson: 55-70 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.5 Applying the Skills of Transitioning between Educational Levels
CD.8: Knowing where and how to obtain information about the world of work and post-secondary training/education.

Grade Level Expectations (GLEs):
AD.5.A.11: Increase knowledge and refine skills in preparation for the senior year and post-secondary options.
CD.8.B.11: Apply research skills to obtain information on training and education requirement for post-secondary requirements.

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)

Get Set for College Scavenger Hunt activity sheet
Pencil/pen
Get Set for College ACT handout." To obtain your free ACT *Get Set for College* handouts contact 1-319-337-1000 or download materials from
http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 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
	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace
	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 sovled problems

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	5. Reason inductively from a set of specific facts and deductively from general premises
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet 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	3. Reading and evaluating non-fiction works and materials. Participating in formal and informal presentations and discussion of issues and ideas. 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will complete the *Get Set for College* scavenger hunt and discuss with classmates.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Completion of ranking checklist for college characteristics, completion of college comparison worksheet, and completion of college expenses worksheet which was downloaded from http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf

Lesson Preparation

Essential Questions:

What do I want to do with my life? What do I need to know to choose post-secondary education?

Engagement (Hook):

Counselor asks students, “Who has been on a scavenger hunt before?” Ask one or two students to share an experience they have had with scavenger hunts.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor passes out *Get Set for College* brochures and Scavenger Hunt Activity to each student	1. Students will work in pairs (or small groups) to complete the scavenger hunt.
2. Groups will report answers for the whole class	2. Groups report answers and the rest of the class participates in discussion.
3. Students are instructed to identify their next step in college planning (e.g. college visit, college application).	3. Students share their next step with class.

Teacher Follow-Up Activities

Classroom teacher may assign college essay and/or resume. Have students look up college of their choice on the web or computer college program, (US News & World Report or Choices). Plan a campus visit to a local college.

Counselor reflection notes (completed after the lesson)

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Name: _____

Get Set for College SCAVENGER HUNT

A. Identify the 6 Steps to Simplify College Planning
   1.
   2.
   3.
   4.
   5.
   6.

B. Find 3 typical reasons for attending college
   1.
   2.
   3.

C. How many English Courses are recommended for SUCCESS in college?

D. How many math units are recommended for SUCCESS in college?

E. When is it important to take the ACT?

F. When is it the best time to take the ACT?

G. What are the last 3 ACT dates this school year?

H. What are 3 characteristics that may be important to your college choices?
   1.
   2.
   3.

I. Name 2 sources of information when looking at colleges?
   1.
   2.

J. Name 3 things to consider when making a college visit?
   1.
   2.
   3.

K. To how many colleges should you apply?

L. What do you need from your counselor when you apply?

M. Name 2 types of financial aid?
   1.
   2.

Developed by Coyeatte Ewing, Glendale High School, Springfield, Missouri

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Academic Development

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

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

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

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

UNIT DESCRIPTION: Applying the Skills of Transitioning Between Educational Levels This unit gives counselors the tools to help students successfully transition into high school, through high school, and beyond.	**SUGGESTED UNIT TIMELINE:** 4 (one lesson each for 9, 10, 11, and 12) **CLASS PERIOD:** 9th grade lesson -55 to 70 minutes 10th grade lesson-55 to 70 minutes 11th grade lesson-55 to 70 minutes 12th grade lesson-50 minutes per student

ESSENTIAL QUESTIONS:

1. Why are healthy self care skills and behaviors necessary when adjusting to transitions?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. Each freshman student will meet with their mentor for the interview to complete and discuss the "How Well Do You Know Your School" worksheet and the interview guidelines worksheet.		AD.5.A.09: Apply information and skills necessary to transition into high school.		SL.9-10.1 SL.9-10.2 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 3

2. The student will make a list of 2-3 post secondary options and required information necessary for application. Students will write an essay about their transitional needs.		AD.5.A.10: Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options.		RI.9-10.1 RI.9-10.4 RI.9-10.8 W.9-10.1 W.9-10.2 W.9-10.4 W.9-10.5 W.9-10.7 W.9-10.8 W.9-10.9 W.9-10.10 SL.9-10.1 SL.9-10.2 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 RST.9-10.1 RST.9-10.2 RST.9-10.4 RST.9-10.5 RST.9-10.7 WHST.9-10.1 WHST.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10	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
3. The student will complete the "Get Set for College" scavenger hunt and discuss with classmates.		AD.5.A.11: Increase knowledge and refine skills in preparation for the senior year and		RI.11-12.1 RI.11-12.3 RI.11-12.4 RI.11-12.7 W.11-12.2 W.11-12.7 W.11-12.9 SL.11-12.1 SL.11-12.2 L.11-12.1	AD C. Students will understand the relationship of academics to the world of work and to	Level 3

		post-secondary options.		L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6 RST.11-12.1 RST.11-12.2 RST.11-12.5 RST.11-12.7 RST.11-12.9 WHST.11-12.2 WHST.11-12.7 WHST.11-12.8 WHST.11-12.9	life at home and in the community.	
4. The student will complete "Am I Ready" checklist/activity sheet, using their Personal Plan of Study.		AD.5.A.12: Utilize the achievement and performance skills necessary to transition to post-secondary options.		RI.11-12.1 RI.11-12.3 RI.11-12.4 RI.11-12. 7 W.11-12.7 W.11-12.9 SL.11-12.1 SL.11-12.2 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6 RST.11-12.1 RST.11-12.2 RST.11-12.5 RST.11-12.7 RST.11-12.9	AD C.	Level 2

ASSESSMENT DESCRIPTIONS*:

Counselor will meet individually with seniors during the second semester of their senior year.

Counselor and student will complete a post-secondary checklist.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**

	__X__ Direct __X__ Indirect _____ Experiential __X__Independent study __X__Interactive Instruction
1 2 3 4	See Lessons: Lesson 1 Grade 9 Freshman Mentor Program: Meeting My Mentor Lesson 2 Grade 10 Exploration of Post-Secondary Options Lesson 3 Grade 11 Get Set For College Lesson 4 Grade 12 Post-Secondary Checklist
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	See Lessons: Lesson 1 Grade 9 Freshman Mentor Program: Meeting My Mentor Lesson 2 Grade 10 Exploration of Post-Secondary Options Lesson 3 Grade 11 Get Set For College Lesson 4 Grade 12 Post-Secondary Checklist

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	tructured Overview ecture xplicit Teaching rill & Practice ompare & Contrast Ls. 3) idactic Questions emonstrations (Ls. 2) uided & Shared - reading, listening, viewing, thinking (Ls. 1, 2, 3, 4)	__X___Problem Solving (Ls. 1,3,4) _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	__X__ Essays (Ls. 2) _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers _____ Activity Sheet (Ls.4)	_____ Debates _____ Role Playing ___X__ Panels (Ls.2) ___X__Brainstorming (Ls. 1,2) _____ Peer Partner Learning ___X__ Discussion (Ls. 2,3) _____ Laboratory Groups ___X__ Think, Pair, Share (Ls.1,2,3) _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups ___X__ Interviewing (Ls.1) _____ Conferencing ___X__ Scavenger Hunt (Ls. 3)

UNIT RESOURCES:

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

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

Unit #1 Title: My Personal Plan of Study **Grade Level:** 9-12

Number of Lessons in Unit: 6

Time Required for each lesson: 30-50 minutes

Best time of year to implement this Unit: At appropriate times throughout year

Lesson Titles:

Grade 9

Lesson # 1: Graduation Requirements

Materials/Special Preparations Required:

- School course description books or enrollment guides
- High school graduation requirements
- List of graduation requirements
- Handout titled; *Graduation Requirements Review* activity sheet

Lesson # 2: Evaluating Transcripts

Materials/Special Preparations Required:

- Copy of students' transcripts
- Whiteboard, SMART Board, other means to display formula for GPA including value of letter grades.
- High school course description book or enrollment guide for class point value

Grade 10

Lesson # 3 Review and Revision of My Personal Plan of Study

Materials/Special Preparations Required:

- Individual Students Portfolios, including Personal Plan of Study
- High school course description books or enrollment guides

Lesson #4: Career Resources

Materials/Special Preparations Required:

- Speakers or representatives from a Career Education Center

Grade 11

Lesson #5: Evaluating and Revising the Personal Plan of Study

Materials/Special Preparations Required:

- ACT Test Dates and ACT Information
- ACT Prep Classes Information
- Visitation Dates for Post-Secondary Options
- Literature for Education/Training Options
- Career Fair Dates
- ASVAB Test Dates
- PSAT Dates
- Dual Enrollment Information
- College Day Visitation Information

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Information on Credit Recovery

Grade 12
Lesson #6: Assessing Personal Plan of Study for Life-Long Learning
Materials/Special Preparations Required:
Worksheet titled Personal Plan of Study Review for Seniors
Personal Educational Plan Portfolios/4 year plan

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

Grade Level Expectations (GLEs):
AD.6.A.09: Monitor and revise a Personal Plan of Study. (DOK Level - 3)
AD.6.A.10: Explore options and resources available to further develop Personal Plan of Study for life-long learning. (DOK Level - 3)
AD.6.A.11: Evaluate and revise a Personal Plan of Study for life-long learning. (DOK Level - 3)
AD.6.A.12: Apply information to revise and implement a Personal Plan of Study necessary for life-long learning. (DOK Level - 4)

American School Counselor Association National Standard (ASCA):
Academic 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 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 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 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 informati0n and the reliability of its sources
X	Goal 2: Communicate effectively within and beyond the classroom 3. Review and revise communications to improve accuracy and clarity.
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 ones own experience in preventing or 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
X	Goal 4: Make decisions and act as responsible members of society

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	1. Explain reasoning and identify information used to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet 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 (including grammar, usage, punctuation, spelling, capitalization) 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	
	Fine Arts	

Unit Essential Questions:

What happens if I change my goals?

Unit Measurable Learning Objectives:

The student will complete *Graduation Requirements Review* activity sheet.
The student will compute his/her individual GPA.
The student will determine through transcript review, what actions and/or revisions need to occur in order to reach post-secondary goal.
The student will review and revise personal plan of study to determine career path/cluster and related coursework.
The student will complete one or more sample application(s) for post-secondary programs.
The student will establish an individual calendar of important dates related to personal plans of study.
The student will complete *Personal Plan of Study Review for Seniors*.
The student will write a letter to his/her future self about goals and planning for the future.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Lecture; Explicit Teaching; Compare &Contrast; Demonstrations; Guided & Shared-Reading, Listening, Viewing, Thinking)

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_X_ Indirect (Problem Solving)
_X_ Experiential (Simulations; Surveys)
_X_ Independent Study (Journals; Learning Activity Sheet; Learning Contracts; Research)
_X_ Interactive Instruction (Peer Partner 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 use graduation requirements, assessments, transcripts, educational, and career interests to review, revise, and implement Personal Plan of Study for lifelong learning.

Brief Summary of Unit:

Students will monitor and revise Personal Plan of Study written before high school. Course description booklets, transcripts, assessments and personal interest will be used for continued review and revisions of personal education plans. By the end of 12th grade, plans will have been revised and fully implemented for life-long learning.

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

Knowledge of a Personal Plan of Study, number and types of credits required for graduation

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Unit #1 Title: My Personal Plan of Study

Lesson Title: Evaluating and Revising the Personal Plan of Study **Lesson:** 5 of 6

Grade Level: 11

Length of Lesson: 30-45 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and Monitoring Personal Educational Plans

Grade Level Expectation (GLE):
AD.6.A.11: Evaluate and revise Personal Plan of Study for life-long learning.

American School Counselor Association National Standard (ASCA):
Academic Development
B. Students will make decisions, set goals, and take necessary action to achieve goals.

Materials (include activity sheets and/ or supporting resources)

ACT Test Dates and ACT Information
ACT Prep Class Information
Visitation Dates for Post-Secondary Options
Literature for Education/Training Options
Career Fair Dates
ASVAB Test Dates
PSAT Dates
Dual Enrollment Information
College Day Visitation Information
Information on Credit Recovery

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 2. Conduct research to answer questions and evaluate information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examines 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 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will establish an individual calendar of important dates and activities related to his/her 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 students will select events to attend that support their Personal Plan of Study.

Lesson Preparation

Essential Questions:

How do you revise your **Personal Plan of Study** for life-long learning?

Engagement (Hook):

Do you need to change your Personal Plan of Study? Show students their credit study sheets.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Present calendar with information on upcoming events for 11th grade students.	1. Students will participate or sign up for upcoming events that are of personal interest.
2. Encourage students to gather information materials when they participate in events.	2. Students will review the materials and make note of information to remember.

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3. Explain credit reviews and Personal Plan of Study meetings and the value of meeting individually with the school counselor. Inform students that individual appointments are available for credit reviews and plan revisions.	3. Students will review the process for making appointments. They will schedule an appointment with counselor.
4. Counselor instructs students to include the dates of at least three important events in their planners.	4. Students record the dates of at least three important events in their planners.

Teacher Follow-Up Activities

The teacher will follow up and reinforce the information shared during the session.

Counselor reflection notes (completed after the lesson)

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Academic Development

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

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

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

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

UNIT DESCRIPTION: My Personal Plan of Study Students will monitor and revise Personal Plan of Study written before high school. Course description booklets, transcripts, assessments and personal interest will be used for continued review and revisions of Personal Plan of Study. By the end of 12th grade, plans will have been revised and fully implemented for lifelong learning.	**SUGGESTED UNIT TIMELINE:** 6 Lessons **CLASS PERIOD (min.):** 30-50 minutes each
ESSENTIAL QUESTIONS: 1. What happens if I change my goals?	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	**CCSS LEARNING GOALS (Anchor Standards/Clusters)**	**CROSSWALK TO STANDARDS**				
		GLEs/CLEs	**PS**	**CCSS**	**OTHER ASCA**	**DOK**
1. The student will complete *Graduation Requirements Review* activity sheet.		AD.6.A.09: Monitor and revise a Personal Plan of Study.		RI.9-10.4 W.9-10.2 W.9-10.4 W.9-10.7 W.9-10.8 W.9-10.10 SL.9-10.1 SL.9-10.2 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD B. Students will make decisions, set goals, and take necessary action to achieve goals.	Level 3
2. The student will compute his/her individual GPA.		AD.6.A.09		RI.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5	AD B	Level 3

				L.9-10.6		
3. The student will determine through transcript review, what actions and/or revisions need to occur in order to reach post-secondary goal.		AD.6.A.10 Explore options and resources available to further develop Personal Plan of Study for life-long learning.		RI.9-10.4 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD B	Level 3
4. The student will review and revise personal plan of study to determine career path/cluster and related coursework.		AD.6.A.10		RI.9-10.4 SL.9-10.1 SL.9-10.2 SL.9-10.3 L.9-10.1 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD B	Level 3
5. The student will complete one or more sample application(s) for post-secondary programs.		AD.6.A.11: Evaluate and revise a Personal Plan of Study for life-long learning.		W.11-12.1 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.8 W.11-12.9 W.11-12.10 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	AD B	Level3
6. The student will establish an individual calendar important dates related to personal plans of study.		AD.6.A.11		RI.11-12.4 RI.11-12.7	AD B	Level3

				L.11-12.1 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6		
7. The student will complete "Personal Plan of Study Review for Seniors".		AD.6.A.12: Apply information to revise and implement a Personal Plan of Study necessary for lifelong learning.		SL.11-12.1 SL.11-12.4 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	AD B	Level 4
8. The student will write a letter to his/her future self about goals and planning for the future.		AD.6.A.12		W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.8 W.11-12.10 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	AD B	Level 4

ASSESSMENT DESCRIPTIONS*:

Students will use graduation requirements, assessments, transcripts, educational, and career interests to review, revise, and implement Personal Plan of Study for lifelong learning.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X___ Direct __X___ Indirect __X___ Experiential

	__X___ Independent study __X___ Interactive Instruction
1 2 3 4 5 6 7 8	See Lessons: Lesson 1 Grade 9 Graduation Requirements Lesson 2 Grade 9 Evaluating Transcripts Lesson 3 Grade 10 Review and Revision of My Personal Plan of Study Lesson 4 Grade 10 Career Resources Lesson 5 Grade 11 Evaluating and Revising the Personal Plan of Study Lesson 6 Grade 12 Assessing Personal Plan of Study for Life-Long Learning
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4 5 6 7 8	See Lessons: Lesson 1 Grade 9 Graduation Requirements Lesson 2 Grade 9 Evaluating Transcripts Lesson 3 Grade 10 Review and Revision of My Personal Plan of Study Lesson 4 Grade 10 Career Resources Lesson 5 Grade 11 Evaluating and Revising the Personal Plan of Study Lesson 6 Grade 12 Assessing Personal Plan of Study for Life-Long Learning

	Direct:	Indirect:	Experiential:	Independent Study	Interactive Instruction
	_____ Structured Overview __X____ Lecture (Ls. 4) __X____ Explicit Teaching (Ls. 1,2,4,5) _____ Drill & Practice __X____ Compare & Contrast (Ls. 1) _____ Didactic Questions __X____ Demonstrations (Ls. 2) _____ Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2, 3, 4, 5, 6)	__X___Problem Solving (Ls. 1,2,3) _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments __X___ Simulations (Ls.4) _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building __X___ Surveys (Ls. 6)	_____ Essays _____ Computer Assisted Instruction __X___ Journals (Ls. 6) _____ Learning Logs _____ Reports __X___ Learning Activity Sheets (Ls. 2,3,6) _____ Correspondence Lessons __X___ Learning Contracts (Ls. 5) _____ Homework __X___ Research (Ls. 1,3) _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming __X___ Peer Partner Learning (Ls.1,3) _____ Discussion _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

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

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

Unit #1 Title: Lifelong Learning and Goal Setting **Grade Level**: 9-12

Number of Lessons in Unit: 5 **Time Required for Each Lesson:** 55-70 minutes

Lesson Titles:

Grade 9

Lesson 1: Revisiting the *Personal Plan of Study* and Post HS Requirements

Materials/Special Preparations Required:

Each Student's *Personal Plan of Study* (Initiated in 8th Grade)

Career interest inventory results

List of the entrance requirements for public and private post-secondary education/training options, the military, and procedures/resources for obtaining a full-time job immediately after graduation from high school.

Grade 10

Lesson 2: Revisiting the *Personal Plan of Study:* Using Occupational Trial Plan

Materials/Special Preparations Required:

Each Student's *Personal Plan of Study* (Initiated in 8th Grade)

Activity Sheet "Occupational Trial Plan" Source: The "Occupational Trial Plan" is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (Missouri Department of Elementary and Secondary Education, 1980).

Grade 11

Lesson 3: Does My Career Fit Me? (Venn Diagram):

Materials/Special Preparations Required:

Paper and pencil.

Teacher will need an example Venn Diagram that can be projected for students' viewing as a class (overhead transparency, paper copy, computer-generated)

Lesson 4: Get Set for College

Materials/Special Preparations Required: College preparation materials such as ACT "Get Set For College" brochure (available free of charge): http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf for each student

Grade 12

Lesson 5: Post-Secondary Checklist

Materials/ Special Preparation Required:

Am I Ready? Checklist

Pen or pencil

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

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Grade Level Expectations (GLEs):

CD.7.A.09: Compare current strengths and limitations with the individual's career and educational plan and adjust the plan as necessary. (DOK Level – 3)

CD.8.B.09: Identify the entrance requirements and application procedures for post-secondary options. (DOK Level – 2)

CD.7.A.10: Revisit current career and educational plan as it relates to evolving and/or new interests, strengths, and limitations. (DOK Level – 3)

CD.8.B.10: Apply knowledge of self to make informed decisions about post-secondary options. (DOK Level – 4)

CD.7.A.11: Analyze the education, training and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics. (DOK Level – 4)

CD.7.C.11: Identify personal contributions to the world of work as a result of one's career choices. (DOK Level – 3)

CD.8.B.11: Apply research skills to obtain information on training and education requirements for post-secondary choices. (DOK Level – 4)

CD.7.A.12: Utilize Knowledge of the world of work; personal interest; and strengths and limitations to develop short-and long-term post-secondary plans. (DOK Level – 4)

CD.8.B.12: Know and understand the levels of training and education required for life career goals. (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 decision.
B. Students will employ strategies to achieve future career goals with success and satisfaction.
C. Students will understand the relationship between training and the world of work.

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 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 source 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

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X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, question and ideas while recognizing the perspectives of others 6. Apply communications techniques to the job search and to the workplace 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 5. Reason inductively from a set of specific facts and deductively from general premises 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 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 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 8. Explore, prepare for and seek educational and job opportunities

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	4. Economic concepts (including productivity and the market system) and principles (including the laws for supply and demand) 6. Relationship of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	1. Process and techniques for the production,

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		exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

How do interests, strengths, and limitations change over one's lifetime?
Why do people's career choices change?
How does a person share his/her strengths and skills?
What influences what a person wants to do with their life?
Are career choices a decision or a journey?

Unit Measurable Learning Objectives:

The student will review and revise his/her Personal Plans of Study, noting changes in career interests and goals since last review was conducted.
The student will identify at least two personal, educational and/or training requirements needed for his/her career choice.
Students will demonstrate the importance of all jobs by writing a position statement with supporting details, which takes into account local and world implications; Career Paths / Clusters information; and respect for all work and workers.
The student will apply knowledge of self to develop information to be used for post-secondary applications.
The students will list the six steps to simplify college planning.

Unit Instructional Strategies/Instructional Activities:

_X__ Direct (Compare & Contrast)
_X__ Indirect (Problem Solving, Reflective Discussion)
_X__ Experiential (Simulations, Surveys)
_X__ Independent Study (Essays)
_X__ Interactive Instruction (Panels, Discussion, Think-Pair-Share, Cooperative Learning, Interviewing)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Each student will complete his/her Personal Plan of Study.
Students will fill out the post-secondary checklist, discuss the results, identify at least two postsecondary options and develop a transition plan for their current choice.

Brief Summary of Unit:

In this unit for 9th – 12th grades, students will learn and implement knowledge, skill and understanding that will enable them to apply self-knowledge to the process of planning for post-secondary options. This unit will provide students with information, resources and competence to enable them to become lifelong learners and advocates for themselves when facing change and/or opportunities for change.

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

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How to prepare a *Personal Plan of Study*. High school graduation requirements. Use of personal transcript to evaluate current and future preparation for entrance into post-secondary options

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Unit #1 Title: Lifelong Learning and Goal Setting

Lesson Title: Does My Career Fit me? (Venn Diagram) **Lesson:** 3 of 5

Grade Level: 11

Length of Lesson: 55-70 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

Grade Level Expectation (GLE):
CD.7.A.11: Analyze the education, training, and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics.

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

Materials (include activity sheets and/ or supporting resources)

Paper and pencil.
Teacher will need an example Venn Diagram on paper or PowerPoint.

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 5. Reason inductively from a set of specific facts and deductively from general premises
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 8. Explore, prepare for and seek educational and job opportunities

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

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

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	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

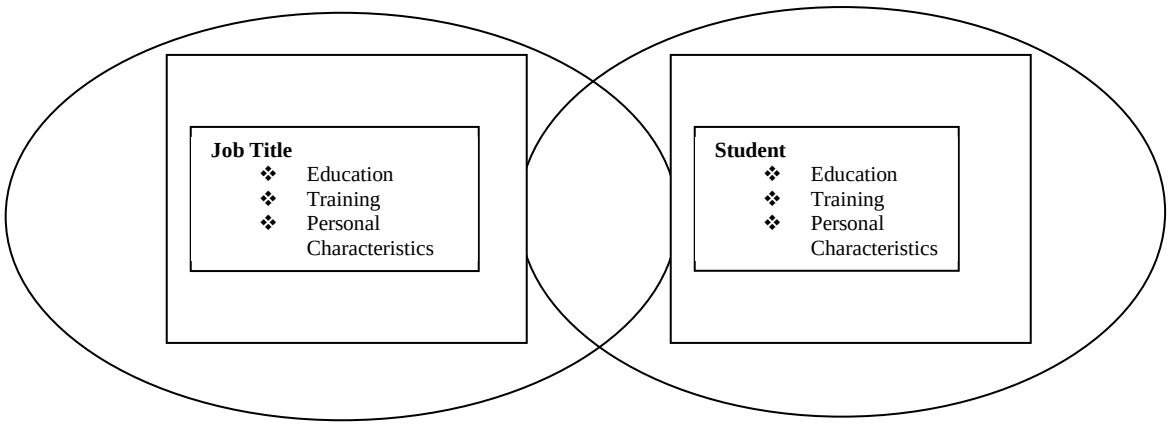
X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will review and revise his/her Personal Plans of Study, noting changes in career interests and goals since last review was conducted.
The student will identify at least two personal, educational and/or training requirements needed for his/her career choice.

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 list education, training requirements, and a minimum of four personal characteristics for their current job of choice and for self. Students will list the education, training, and personal characteristics for jobs in the left-hand section; the education, training and their personal characteristics in the right-hand section; and the education, training and personal characteristics that appear in both in the center section of the Venn Diagram.



Lesson Preparation

Essential Questions:

Why is it important that individual characteristics fit with characteristics needed for life career goals?

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Engagement (Hook):

Counselor example. How do my (counselor) educational goals, training goals, and personal characteristics compare with those of my career? Counselor will model development of Venn Diagram on whiteboard via personal example.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Instructor models own Venn diagram.	1. Students observe as instructor models.
2. Students are instructed to list education, training requirements and a minimum of 4 personal characteristics for current job-of-choice and for self in the left- and right-hand sections of the Venn diagram.	2. Students list education, training requirements and a minimum of 4 personal characteristics for job of choice and self on Venn diagram.
3. Students are instructed to list, in the center section of the Venn diagram, all education, training, and personal characteristics that are the same for their current job-of-choice and for themselves.	3. Students list all education, training, and personal characteristics that are the same in center of Venn diagram.
4. Closure: Encourage students to use the Venn diagram process as they continue their observations and explorations of the World of Work.	

Teacher Follow-Up Activities

Students may need to update *Personal Plans of Study*.

Counselor reflection notes (completed after the lesson)

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Unit #4 Title: Life Long Learning and Goal Setting

Lesson Title: Get Set For College **Lesson:** 4 of 5

Grade Level: 11

Length of Lesson: 55-70 minutes

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

Grade Level Expectations (GLEs):
CD.8.B.11: Apply research skills to obtain information on training and education requirements for post-secondary choices. (DOK Level 4)

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

Materials (include activity sheets and/ or supporting resources)

College preparation materials such as ACT "Get Set For College" college planning booklet (available free of charge): http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf for each student. (Consider having students download a copy before lesson)

(NOTE: The ACT "Get Set For College" brochure is used as an example because of its ready availability and thoroughness; however, its inclusion is not intended as an endorsement of the ACT. You are encouraged to explore other possibilities [or you may want to develop your own activity book])

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communications techniques to the job search and to the workplace 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based o ways others have prevented or solved problems

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X	Goal 4: Make decisions and act as responsible members of society 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 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	3. Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will list the six steps to simplify college planning.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will complete a ranking checklist for college characteristics, complete a college comparison worksheet, and complete a college expenses worksheet.

Lesson Preparation

Essential Questions:
What do I want to do with my life?

Engagement (Hook):
On a map of Missouri, ask students to locate colleges that are of interest to them.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
Note: While this lesson may seem to exclude those who are not going to college – the strategies may	

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be modified to include employment immediately after high school. Additionally, participating in the college planning process communicates the message that college is within everyone's reach … if they plan and act!	
1. Instructor passes out "Get Set for College" college planning booklets to each student.	1. Students will engage in reviewing "Get Set for College"
2. Students are guided through the six steps to simplify college planning: a. Know Yourself b. Consider College Characteristics c. List, Compare, Visit Colleges d. Apply for Admissions e. Develop a Plan to Pay for Your Education f. Review and Finalize Your Plans	2. Students work through each step.
3. Students are instructed to identify their NEXT step in college planning and to make a written plan.	3. Students make a future plan.

Teacher Follow-Up Activities

Have students look up college of their choice in Peterson Guide or use a computer college program (e.g., US News & World Report or Choices) and complete college comparison chart in the "Get Set for College" college planning booklet.

Counselor reflection notes (completed after the lesson)

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COURSE INTRODUCTION:

Career Development

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

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

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

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

UNIT DESCRIPTION: Goal Setting In this unit for 9th-12th grades, students will learn (and implement) knowledge, skill and understanding that will enable them to apply self-knowledge to the process of planning for post-secondary options, to find, evaluate and use career information and to define and understand the role of employment readiness skills in obtaining a job.	**SUGGESTED UNIT TIMELINE:** 4 Lessons **CLASS PERIOD (min.):** 55-70 minutes each

ESSENTIAL QUESTIONS:

1. How do interests, strengths, and limitations change over one's lifetime?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will review and revise his/her Personal Plans of Study, noting changes in career interests and goals since last review was conducted.		CD.7.A.09: Compare current strengths and limitations with the individual's career and educational plan and adjust the plan as necessary. CD.8.B.09: Identify the entrance requirements and application procedures for post-secondary options. CD.7.A.10: Revisit current career and educational plan as it relates to		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2	CD A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decision. CD B. Students will employ strategies to achieve future career goals with success and satisfaction. CD C. Students will understand the relationship	DOK Level – 3 DOK Level – 2 DOK Level – 3

		evolving and/or new interests, strengths, and limitations. CD.7.A.11: Analyze the education, training and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics. CD.7.C.11: Identify the value of personal contributio ns to the world of work as a result of one's career choices.		L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8	between training and the world of work.	DOK Level – 4 DOK Level – 3
2. The student will identify at least two personal, educational and/or training requirements needed for his/her career choice.		CD.7.A.09 CD.8.B.09 CD.7.A.10 CD.7.A.11 CD.7.C.11		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5	CD A CD B CD C	DOK Level – 3 DOK Level – 2 DOK Level – 3 DOK Level – 4 DOK Level – 3

				SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8		
3. Students will demonstrate the importance of all jobs by writing a position statement with supporting details, which takes into account local and world implications; Career Paths / Clusters information; and respect for all work and workers.		CD.7.A.09 CD.8.B.09 CD.7.A.10 CD.7.A.11 CD.7.C.11		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	CD A CD B CD C	DOK Level – 3 DOK Level – 2 DOK Level – 3 DOK Level – 4 DOK Level – 3

				L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8		

ASSESSMENT DESCRIPTIONS*:

The summative assessment for the Career Development Strand is "The Ultimate Career Development Experience for Seniors" (see folder for Unit 6)

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x___ Direct __x___ Indirect __x___ Experiential __x___ Independent study __x___ Interactive Instruction
1 2 3	**See:** Lesson 1 Grade 9 Revisiting the *Personal Plan of Study* and Post HS Requirements Lesson 2 Grade 10 Revisiting the *Personal Plan of Study:* Using Occupational Trial Plan Lesson 3 Grade 11 Does My Career Fit Me? (Venn Diagram) Lesson 4 Grade 11 Get Set for College Lesson 5 Grade 12 Post-Secondary Checklist
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	**See:** Lesson 1 Grade 9 Revisiting the *Personal Plan of Study* and Post HS Requirements Lesson 2 Grade 10 Revisiting the *Personal Plan of Study:* Using Occupational Trial Plan Lesson 3 Grade 11 Does My Career Fit Me? (Venn Diagram)

	Lesson 4 Grade 11 Get Set for College Lesson 5 Grade 12 Post-Secondary Checklist				
	Direct: _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice ___x__ Compare & Contrast (Ls. 1,2,3,4) _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	**Indirect:** ___x__ Problem Solving (Ls. 2,3) _____ Case Studies _____ Reading for Meaning _____ Inquiry ___x__ Reflective Discussion (Ls. 1,2,3) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments ___x__ Simulations (Ls. 4) _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building ___x__ Surveys (Ls. 2)	**Independent Study** ___x__ Essays (Ls. 4) _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing ___x__ Panels (Ls 1) _____ Brainstorming _____ Peer Partner Learning ___x__ Discussion (Ls. 1,2,3,4) _____ Laboratory Groups ___x__ Think, Pair, Share (Ls. 2) ___x__ Cooperative Learning (Ls. 4) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups ___x__ Interviewing (Ls. 1) _____ Conferencing

UNIT RESOURCES:

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

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

Unit 2 Title: Navigating Through the World of Work **Grade Level**: 9-12

Number of Lessons in Unit: 4

Time Required for Each Lesson: 55-70 min.

Lesson Titles:

Grade 9

Lesson 1: Career Interest Inventory

Materials/Special Preparation Required:

Career Path/Career Cluster posters or handouts

A career interest inventory such as:

Missouri Connections - **www.missouriconnections.org**

Choices – **www.choices.org**

Self- Directed Search **– www.self-directed-search.com**

ACT's Discover **– www.act.org**

Grade 10

Lesson 2: Investigating Career Resources

Materials/Special Preparation Required:

Activity Sheet: Outlook for Jobs in the Future

Computer for each student or paper & pencil

The *Occupational Outlook Handbook* - **http://www.bls.gov/oco/**

Dictionary of Occupational Titles - **http://www.occupationalinfo.org/**

On-line resources available through US government, e.g. America's Career Resource Network (ACRN) **www.acrnetwork.org** and **www.online.onetcenter.org**

Missouri Connections, **www.missouriconnections.org**

Any other career resource

Career Path Mini Poster

Grade 11

Lesson 3: Job Shadowing

Materials/Special Preparation Required:

Job shadowing worksheets

Phone contact form

Teacher consent form

Description and checklist

Workplace tips

Thank you letter

Consent participant form

Orientation form

Questions form

Reflection form

Supervision form

List of local businesses and organizations (prepared by counselor)

Counselor Information Sheet for Job Shadowing

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Grade 12
Lesson 4: What Do They Do?
Materials/Special Preparation Required:
None

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

Grade Level Expectations (GLEs):
CD.7.B.09: Recognize the sixteen (16) career clusters within the six career paths for exploring and preparing for careers now and in the future. (DOK Level – 2)
CD.8.A.09: Integrate career and educational information with knowledge of self and career clusters to identify occupations of interest. (DOK Level – 4)
CD.7.B.10: Evaluate a variety of resources to aid in career exploration and planning now and in the future. (DOK Level – 3)
CD.8.A.10: Analyze career and educational information to identify the most relevant resources for specific career options. (DOK Level – 4)
CD.7.B.11: Utilize a variety of resources to aid in career exploration and planning. (DOK Level 3)
CD.8.A.11: Synthesize career and educational information gathered from a variety of sources. (DOK Level - 4)
CD.7.B.12: Utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work and technology changes. (DOK Level – 4)
CD.8.A.12: Utilize career and educational information in career decision-making. (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.
B: Students will employ strategies to achieve future career goals with success and satisfaction.
C: Students will understand the relationship between training and the world of work.

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 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

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	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, question and ideas while recognizing the perspectives of others 6. Apply communications techniques to the job search and to the workplace 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Evaluate the processes used in recognizing and 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 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 8. Explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 3. Reading and evaluating nonfiction works and materials (such a biographies, newspapers, technical manuals) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions 7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)

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

Unit Essential Questions:

How do interests and goals fit together?
How do careers differ?
How does a job shadowing experience affect a person's job choice?
How does one obtain the job they want?

Unit Measurable Learning Objectives:

The student will complete a career inventory to identify at least one career of interest.
The student will utilize career information from a variety of resources to identify educational requirements, average salary, and outlook for a job from 3 of the 16 Career Clusters.
The student will complete a job shadowing experience.
The student will write one essay on his/her career of interest.

Unit Instructional Strategies/Instructional Activities:

_____Direct
__X__ Indirect
__X__Experiential
__X__Independent study
__X__Interactive Instruction

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.
After interviewing a person who has a career that is of interest to the student, he/she will write an essay on the information gathered.

Brief Summary of Unit:

This unit helps students gain a working knowledge and understanding of their interests, of relevant and credible career exploration and planning resources, and ways to experience work roles. Students will use career inventories, career resources, job shadowing, and interviews to explore their career interests.

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

Knowledge of the purposes and elements of Career Clusters as a structure for the world of work, including the names of the Career Paths/Career Clusters
The occupations that are included in each Career Path/Career Cluster and the

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education/training required for specific careers. Awareness of self and personal career interests Computer use for research and composition of presentation.

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Unit #2 Title: Navigating the World of Work

Lesson Title: Job Shadowing **Lesson:** 3 of 4

Grade Level: 11

Length of Lesson: 55 to 70 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.

Grade Level Expectations (GLEs):
CD.7.B.11: Utilize a variety of resources to aid in career exploration and planning.
CD.8.A.11: Synthesize information gathered from a variety of sources.

American School Counselor Association (ASCA) National Standard:
Career Development
B. Students will employ strategies to achieve future career goals with success and satisfaction.
C. Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Job shadowing worksheets
Phone contact form
Teacher consent form
Description and checklist
Workplace tips
Thank you letter
Consent participant form
Orientation form
Questions form
Reflection form
Supervision form
List of local businesses and organizations (prepared by counselor)
Counselor Information Sheet for Job Shadowing

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 2. Conduct research to answer questions and evaluate information and ideas 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

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	6. Apply communications techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. 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 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will complete a job shadowing experience.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will complete forms necessary to participate in job shadowing, compete a job shadowing experience and develop a reflection/projection narrative about the implications of job-shadowing experience for the future.

Lesson Preparation

Essential Questions:
How does a job shadowing experience affect a person's job choice?

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Engagement (Hook):
Use media (i.e. music, movie clips, etc.) to facilitate discussion on job shadowing experiences.

Procedures

Instructor Procedures/Instructional Strategy:	**Student Involvement/Instructional Activity:**
Note: This strategy is labor-intensive for counselors. The materials that accompany this lesson will help you organize for the adventure.	
1. Counselor uses media and/or other sources to engage students in a discussion about job shadowing.	1. Students will learn what it means to job shadow.
2. The counselor asks students to think about their own interests related to jobs. Students are asked if they would like to know more about certain jobs.	2. Students respond to the counselor's questions.
3. The counselor discusses future plans for job shadowing. Job shadowing packets are distributed to the students and time is allowed for completion of forms	3. Students will complete necessary forms and start search for job shadowing placement.

Teacher Follow-Up Activities

Teacher could ask students to share some of their experiences during job shadowing. Student could also write a paper on job shadowing experiences.

Counselor reflection notes (completed after the lesson)

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Counselor Information Sheet for Job Shadowing

Goal:
The goal is to have the student experience the world of work through job shadowing.

Role:
The role of the student during job shadowing will be to observe an employee for a short period of time to learn about the business, industry, or profession of the employee. The student witnesses firsthand the work environment, employability and occupational skills in practice, the value of professional training, and potential career options.

Students will:

1. Review the Job Shadowing Choices Checklist
2. Contact the host to set up a time and date for the job shadowing by using the Job Shadowing Choices Checklist
3. Receive and have completed:
    a. Parental Consent to Participate Form
    b. Transportation Form
    c. Classroom Teacher Permission Form
4. Review Workplace Tips
5. Arrive on time
6. Dress appropriately

Students will report to (pre-determined) workplaces for a learning opportunity, to experience "real life" work in a career field.

During the job shadowing experience, the student observes his/her host, collects relevant information and asks questions (e.g. "What do you like about your job? What kind of skills or training do I need?")

Standards and Criteria for Success:
As a result of the job shadowing experience, the student will be expected to complete some of the following activities:

1. Write a thank you letter (REQUIRED)
2. Complete the Job Shadowing Reflection Form
3. Keep a journal describing the site, the people, the work, and the environment
4. Submit a written report on the job shadowing experience.
5. Make an oral classroom presentation or poster presentation on careers represented at the job-shadowing site.
6. Ask workplace employer/supervisor to complete a job shadowing feedback sheet regarding the student participant.

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Job Shadowing Choices Checklist

Future Job Interests	Local Businesses	Telephone Numbers
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

1. Contact your first choice for your job shadowing experience. Introduce yourself and state briefly the purpose of your job-shadowing visit. If they agree to the visit, ask them what date and times would be convenient for them. Write them down and restate the date and time to make sure you have the information correct. If you are not familiar with the place ask where you should meet them.

2. Thank them for their time and express that you are anxious to meet with them.

Business and person you will spend time with _____

Date: _____

Times: _____

3. Be sure all necessary consent forms are completed:

   a. Parent/Guardian Consent Form
   b. Classroom Teacher Permission Form
   c. Transportation Consent/Agreement

4. Review the Workplace Tips Sheet

4. Go on your job shadow

   a. Use List of Prepared Questions
   b. Leave the Job Shadowing Supervisor Reflection Form at the business and ask for its completion and return.

6. Write a thank you note to business (sample letter attached)

7. Fill out the Job Shadowing Reflection Form

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Job Shadowing Parent/Guardian Consent Form

Your son/daughter has expressed an interest in participating in a job shadowing experience. He/she will be assigned to a professional/employee who will lead them through their department. They will discuss a typical workday and explore different aspects of working in their field of choice.

PERMISSION TO PARTICIPATE IN JOB SHADOWING:

My child, _____, may participate in Job Shadowing.

This Job Shadowing will take place at: _____

on _____.

I grant permission to photograph my child for identification, promotional and educational purposes. Should it be necessary for my child to have medical treatment while participating in the job shadowing program, I hereby give my permission to the personnel to render whatever medical treatment he or she deems necessary and appropriate. Permission is also granted to release necessary emergency/medical history to the attending physician, if needed.

Student's Name:_____Phone:_____

Address:_____City:_____Zip:_____

Parent/Guardian:_____

Does your child require any special accommodations due to medical limitations, disability, dietary constraints or other restrictions?

_____ YES _____ NO

If "yes" please explain:

Have you signed a transportation agreement form? _____ YES _____ NO

_____ _____

Signature of Parent/Guardian Date

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Job Shadowing Classroom Teacher Permission Form

The Job Shadowing Program is an opportunity for students to spend a day, or part of a day, on the job with a person or professional who works in an occupation in which s/he is interested. This experience is an important step toward career planning and graduation. The student will be responsible for all schoolwork missed during this experience. Thank you for your cooperation.

Student: _____ Grade: _____

Job Shadow Experience

Date: _____ Time:_____

Place:_____

Signatures of teachers from classes you will miss when Job Shadowing

Period/Block 1 _____

Period/Block 2 _____

Period/Block 3 _____

Period/Block 4 _____

Period/Block 5 _____

Period/Block 6 _____

Period/Block 7 _____

Block 8 _____

_____ _____
Counselor/Coordinator Signature Date

_____ _____
Parent/Guardian Signature Date

Office given notice of absence? _____ YES _____ NO Date: _____

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Job Shadow Transportation Agreement

I give permission for my child, _____,

to drive a vehicle to _____
(Job Shadow Location)
on _____ for the purpose of Job Shadowing.
(Job Shadow Date)

_____ _____
Parent/Guardian Signature Date

* *

I give permission for my child, _____,

to ride in a vehicle driven by _____
(Person Driving)
to _____
(Job Shadow Location)
on _____ for the purpose of Job Shadowing.
(Job Shadow Date)

_____ _____
Parent/Guardian Signature Date

If you have any questions or concerns, please contact:

(List names of guidance personnel involved in job shadowing, phone number and each extension.)

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Workplace Tips

There are two general categories of factors that contribute to an employee's success at the workplace. First, employees must master a set of specific technical skills and experiences. Second, all occupations require general skills such as problem solving, communications and interpersonal abilities. During your job shadowing experience you will be introduced to employees using both technical and general skills. When you are at the workplace, think about these tips and what it takes to be a top employee.

Be honest.

Have a positive attitude. Be friendly, courteous, polite and cooperative with co-workers and clients.

Always be reliable and prompt. Customers and other workers are depending on you.

Notify the appropriate supervisor when you are going to be late or absent.

If you do not understand something, ask questions or ask for help. It is better to admit you are learning than to make a costly mistake.

Respond positively to constructive criticism.

Take responsibility for your actions.

Give your best effort at all times. If you have completed all your regular and assigned tasks, show initiative and seek additional work.

Challenge yourself to be a continuous, life-long learner.

Always be open to change.

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Prepared List of Questions for Job Shadowing Experience

- How long have you worked here?

- What are your responsibilities?

- What basic skills and knowledge does he or she use?
  Reading
  Listening
  Applying mathematics
  Listening
  Speaking

- What technical skills are necessary to perform this job well, and how are they used?
  Using computers
  Operating office machines
  Repairing equipment

- Which of the following problem-solving skills are needed, and how are they applied?
  Organizing and planning
  Interpreting and communicating information
  Thinking creatively
  Making decisions
  Analyzing problems

- What interpersonal (or "people") skills are needed, and how are they used?
  Serving customers
  Participating as a team member
  Teaching
  Leading
  Resolving conflict
  Working with cultural diversity

- What type of schooling is required for this job?

- What new skills have been learned since then?

- How might this job change in the next five years? The next ten?

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- How many days a week do you work?
- How many hours a day do you work?
- What is the average income for this type of job?
- Does this job provide a steady income?
- What are some advantages of this job?
- What are some disadvantages of this job?
- Why did you choose this type of work?
- Do you enjoy your work?
- What was the hardest thing to learn about the job?
- What do you especially like about the job?

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Writing A Thank You Letter

Thank you letters are an important business courtesy. When you tell people how much you appreciate good things they have done, you reward them for their efforts and make a good impression about yourself.

It is important to thank your workplace host for the time and effort that has been given to help you in career exploration. The following is a model for a thank you letter.

Date (Month, Day, Year)

Your Workplace Host's Name
Your Workplace Host's Department
Street Address
City, State, Zip

Dear (Mr., Ms. Or Mrs. Workplace Host's Last Name)

Paragraph 1: Thank your workplace host for his or her time and helpfulness.

Paragraph 2: Tell him or her why the experience was important to you. Share some of the things you learned through job shadowing.

Sincerely,
Sign Your Name

Print your name below your signature

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Job Shadowing Reflection Form

Name _____

Describe the department you visited.

What type of work activities did you observe during your job shadowing experience?

What did you like best about your job shadowing experience?

What did you like least about your job shadowing experience?

What surprised you the most about what you observed, heard, did and/or learned?

If you wanted to work in the department you visited, what might you do to prepare in the next five years, both in high school and afterwards?

Would you consider a career in this field? Why or Why not?

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Job Shadow Supervisor Reflection

Name of Career/Occupation _____

Company/Business/Industry You Represent _____

Name of Participating Student _____

Was the student properly prepared for the visit? _____Yes _____No

Was the student's behavior appropriate? _____Yes _____No

How did you feel about the experience? Did you see any benefit to yourself or the student?

Would you be willing to have another student Job Shadow your career?
____Yes ____No

Additional comments?

Signature of Job Shadow Supervisor_____

Please return to:
Counselor and/or Coordinator's Name
Name of High School
Address of High School
City, State & zip code

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COURSE INTRODUCTION:

Career Development

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

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

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

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

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

Applying skills for college and career readiness and success.

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

UNIT DESCRIPTION: Navigating Through the World of Work This unit helps students gain a working knowledge and understanding of their interests, of relevant and credible career exploration and planning resources, and ways to experience work roles. Students will use career inventories, career resources and job shadowing to explore their career interests. Students will interview and write an essay of his/her career interest.	**SUGGESTED UNIT TIMELINE:** One lesson per grade level **CLASS PERIOD (min.):** 55-70 minutes each lesson

ESSENTIAL QUESTIONS:

1. How do interests and goals fit together?
2. How are careers different?
3. How does a job shadowing experience affect a person's job choice?
4. How does one obtain the job he/she wants?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will complete a career inventory to identify at least one career of interest.		CD.7.B.09: Recognize the sixteen (16) career clusters within the six (6) career paths for exploring and preparing for careers now and in the future. CD.8.A.09: Integrate career and educational information with knowledge of self and career clusters to		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1	CD A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. CD B. Students will employ strategies to achieve future	DOK Level – 2 DOK Level – 4

		identify occupations of interest. CD.7.B.10: Evaluate a variety of resources to aid in career exploration and planning now and in the future. CD.8.A.10: Analyze career and educational information to identify the most relevant resources for specific career options. CD.7.B.11: Utilize a variety of resources to aid in career exploration and planning. CD.8.A.11: Synthesize career and educational information gathered from a variety of sources. CD.7.B.12: Utilize knowledge of career exploration and planning to adapt		L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8 RST.9-10.3 RST.9-10.4 RST.9-10.7 RST.11-12.3 RST.11-12.4 RST.11-12.7	career goals with success and satisfaction. CD C. Students will understand the relationship between training and the world of work.	DOK Level – 4 DOK Level 4 DOK Level 3 DOK Level 4 DOK Level 4

		to new career and educational opportunities as the world of work and technology changes. CD.8.A.12: Utilize career and educational information in career decision-making.				DOK Level 4
2. The student will utilize career information from a variety of resources to identify educational requirements, average salary, and outlook for a job from 3 of the 16 Career Clusters.		CD.7.B.09 CD.8.A.09 CD.7.B.10 CD.8.A.10 CD.7.B.11 CD.8.A.11 CD.7.B.12 CD.8.A.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8	CD A CD B CD C	DOK Level – 2 DOK Level – 4 DOK Level – 4 DOK Level - 4 DOK Level - 3 DOK Level - 4 DOK Level – 4 DOK Level – 4

				WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8 RST.9-10.3 RST.9-10.4 RST.9-10.7 RST.11-12.3 RST.11-12.4 RST.11-12.7		
3. The student will complete a job shadowing experience.		CD.7.B.09 CD.8.A.09 CD.7.B.10 CD.8.A.10 CD.7.B.11 CD.8.A.11 CD.7.B.12 CD.8.A.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8 RST.9-10.3 RST.9-10.4	CD A CD B CD C	DOK Level – 2 DOK Level – 4 DOK Level – 4 DOK Level - 4 DOK Level - 3 DOK Level - 4 DOK Level – 4 DOK Level – 4

				RST.9-10.7 RST.11-12.3 RST.11-12.4 RST.11-12.7		
4. The student will write one essay on his/her career interest.		CD.7.B.09 CD.8.A.09 CD.7.B.10 CD.8.A.10 CD.7.B.11 CD.8.A.11 CD.7.B.12 CD.8.A.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8 RST.9-10.3 RST.9-10.4 RST.9-10.7 RST.11-12.3 RST.11-12.4 RST.11-12.7	CD A	DOK Level – 2 DOK Level – 4 DOK Level – 4 DOK Level - 4 DOK Level - 3 DOK Level - 4 DOK Level – 4 DOK Level – 4
ASSESSMENT DESCRIPTIONS*:						

The summative assessment for all units in the High School Career Development Strand is the "The Ultimate Career Development Experience for Seniors" (Unit 6). Students will create a media presentation chronicling their present career journey and showcasing this presentation to ninth grade students. Counselor and teacher will evaluate the presentation.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	_____ Direct __x__ Indirect __x__ Experiential __x__ Independent study _____ Interactive Instruction
1 2 3 4	**See:** Lesson 1 Grade 9 Career Interest Inventory Lesson 2 Grade 10 Investigating Career Resources Lesson 3 Job Shadowing Lesson 4 What Do They Do?
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	**See:** Lesson 1 Grade 9 Career Interest Inventory Lesson 2 Grade 10 Investigating Career Resources Lesson 3 Job Shadowing Lesson 4 What Do They Do?

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

					_____ 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 3 Title: Respecting All Work **Grade Level:** 9-12

Number of Lessons in Unit: 4

Time required for each lesson: 55-70 min.

Best time of year to implement this Unit: Throughout school year

Lesson Titles:

Grade 9
Lesson #1: How I Relate to Others
Materials/Special Preparations Required:
Activity Sheet: "How I Relate to Others", A self-assessment inventory that explores the relationship between self and others and your skills in group activities.
Source: "The How I Relate to Others" is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (Missouri Department of Elementary and Secondary Education [MO DESE], 1980).

Grade 10
Lesson #2: Past, Present, Future (biography of your future)
Materials/Special Preparations Required:
Computers
Guidelines for completing the Biography activity
Materials to make timelines.
Source: The Biography activity is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (MO DESE, 1980).

Grade 11
Lesson #3: Peer Review of My School and Community Activities
Materials/Special Preparations Required:
Individual list of school and community activities.
Video on volunteerism (Community service agencies such as United Way, the Red Cross, Salvation Army, American Cancer Society are sources of information regarding volunteerism.)

Grade 12
Lesson #4: Who Does What?
Materials/Special Preparations Required
Myers/Briggs Type Indicator sheets -I/E; S/N; T/F; J/P
Do What You Are, by Paul D. Tieger & Barbara Barron (This lesson can be adapted using any Myers/Briggs Type Indicator materials)
10 Steps to Creating a Personal Career Plan - Worksheet

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

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Grade Level Expectations (GLEs):

CD.7.C.09: Analyze and evaluate school and community contributions as they relate to one's career and educational plan. (DOK Level – 4)

CD.7.C.10: Analyze and evaluate school and community contributions as they relate to life career goals. (DOK Level – 4)

CD.7.C.11: Identify the value of personal contributions to the world of work as a result of one's career choices. (DOK Level – 3)

CD.7.C.12: Respect all work as important, valuable, and necessary in maintaining a global society.

American School Counselor Association (ASCA)National Standard:

Career Development

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

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

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

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend an devaluate 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 source 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 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 4. Develop and apply strategies based on one's own experience in preventing or solving problems 5. Evaluate the processes used in recognizing and solving problems 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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	3. Analyze the duties and responsibilities of individuals in societies 6. 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 including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues of ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

What skills are necessary for the most effective interaction within group situations?
How do people decide what to do with their lives?
How can an individual make a difference?
How can a person contribute to the well-being and betterment of the local and global society?
What careers are important in maintaining a global society?

Unit Measurable Learning Objectives:

The student will identify five positive skills that enhance school and community contributions as they relate to a career and educational plan.
The student will identify five positive skills that enhance school and community contributions as they relate to life-long goals.
The student will list three activities he/she is involved in that make positive contributions to a global society.
Students will show they understand their own personality type and how it relates to career choice and personal/social relationships by group discussion and completing worksheet.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Structured Overview, Guided & Shared – reading, listening, viewing, thinking)
__X__ Indirect
__X__ Experiential
_____ Independent study (Learning Logs)
__X__ Interactive Instruction (Brainstorming, Interviewing)

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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 identify their personality types and discuss the value of each type in the world of work.

Brief Summary of Unit:

Through this Unit, students will have opportunities to better understand how they relate to others. They will compare their school and community activities with their career goals and project what their life may be like in the future. Students will convey their understanding of exploration and planning in the achievement of their life career goals.

Unit Goals and Objectives:

The student will respect all work as important, valuable and necessary in maintaining a viable global society.
The student will understand social responsibility as it relates to the personal contributions one can make to society through one's work and non-work activities.

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

Concept of the manner in which they relate to others
Understanding "respect" as it relates to people we don't know (e.g., workers in another part of our world).
An understanding of the term "global society"
Computer skills for research and composition of presentation.

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Unit #3 Title: Respect for All Work

Lesson Title: Peer Review of My School and Community Activities **Lesson:** 3 of 4

Grade Level: 11

Length of Lesson: 55-70 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

Grade Level Expectation (GLE):
CD.7.C.11: Identify the value of personal contributions to the world of work as a result of one's career choices.

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

Materials (include activity sheets and/ or supporting resources)

Individual list of school and community activities.
Video on volunteerism (Community service agencies such as United Way, the Red Cross, Salvation Army, American Cancer Society are sources of information regarding volunteerism.)

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 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	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	

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	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will list three activities he/she is involved in that make positive contributions to a global society.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will complete a list of community and school activities.

Lesson Preparation

Essential Question:

How can an individual make a difference?
How can a person contribute to the well-being and betterment of the local and global society?

Engagement (Hook):

Show video on volunteerism (Community service agencies such as United Way, the Red Cross, Salvation Army, American Cancer Society are sources of information regarding volunteerism.)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will ask students to write a list of their community and school **activities** (beyond "membership" in organizations) from the 9th grade until now. (Note: emphasis is on the "act" in ACTivities. Activities do not have to be limited to "organized activities" (e.g., car washes and bake sales); they can also include individual efforts. The concept of social responsibility is embedded in this strategy.	1. Students write a list of their community and school activities.
2. When students have completed their lists of activities, they will write a statement of the	2. Students will write a statement of the basic concept of their life long goals

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basic concept of their life long goals/ life mission.	(life mission).
3. When students have completed their lists of activities and their life-long goal, arrange for students to work with a partner to review each other's lists. Taking turns, students will review his or her partner's list of activities and goals and give feedback regarding how the activities relate to the partner's life goals.	3. Peer partner listens to feedback and recommends/suggests changes in his or her partner's activities. The other student receives the feedback and determines the changes that need to be made.
4. Counselor asks each pair to report findings.	4. Each pair reports findings.

Teacher Follow-Up Activities

Students write a one page paper on how volunteer activities relate to life long goals.

Counselor reflection notes (completed after the lesson)

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COURSE INTRODUCTION:

Career Development

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

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

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

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

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

Applying skills for college and career readiness and success.

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

UNIT DESCRIPTION: Respecting All Work Through this Unit, students will have opportunities to better understand how they relate to others. They will compare their school and community activities with their career goals and project what their life may be like in the future. Students will convey their understanding of exploration and planning in the achievement of their life career goals.	**SUGGESTED UNIT TIMELINE:**4 Lessons **CLASS PERIOD (min.)**: 55-70 each lesson

ESSENTIAL QUESTIONS:

1. How do people get along?
2. How do people decide what to do with their lives?
3. How can a person make a contribution to the well-being and betterment of the local and global society?

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 positive skills that enhance school and community contributions as they relate to a career and educational plan.		CD.7.C.09: Analyze and evaluate school and community contributions as they relate to one's career and educational plan. CD.7.C.10: Analyze and evaluate school and community contributions as they relate to life career goals. CD.7.C.11:		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	CD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. CD B: Students will employ strategies to achieve future career goals with success and satisfaction.	DOK Level – 4 DOK Level – 4

		Identify the value of personal contributions to the world of work as a result of one's career choices. CD.7.C.12: Respect all work as important, valuable, and necessary in maintaining a global society.		L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8	CD C: Students will understand the relationship between training and the world of work.	DOK Level – 3
2. The student will identify five positive skills that enhance school and community contributions as they relate to life-long goals.		CD.7.C.09 CD.7.C.10 CD.7.C.11 CD.7.C.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5	CD A CD B CD C	DOK Level – 4 DOK Level – 4 DOK Level – 3 DOK Level - 4

				L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8		
3. The student will list three activities he/she is involved in that make positive contributions to a global society.		CD.7.C.09 CD.7.C.10 CD.7.C.11 CD.7.C.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8	CD A CD B CD C	DOK Level – 4 DOK Level – 4 DOK Level – 3 DOK Level - 4
4. Students will show they understand their own personality type and how it relates to career choice and personal/social relationships by group		CD.7.C.09 CD.7.C.10 CD.7.C.11 CD.7.C.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7	CD A CD B CD C	DOK Level – 4 DOK Level – 4 DOK Level – 3 DOK Level - 4

discussion and completing worksheet.				W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8		

ASSESSMENT DESCRIPTIONS*:
Formative Assessment for this Unit includes: Completion of "How I Relate to Others" Activity sheet, development of a timeline of change, an autobiography, and a community and school activity list. "The Ultimate Career Development Experience for Seniors" (Unit 6) will provide students with the opportunity to convey their understanding of career exploration and planning in the achievement of life career goals.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x___ Direct __x__ Indirect __x__ Experiential

	_____ Independent study __x__ Interactive Instruction
1 2 3 4	See: Lesson 1: How I Relate to Others Lesson 2: Past, Present, Future (biography of your future) Lesson 3: Peer Review of My School and Community Activities Lesson 4: Who Does What?
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	See: Lesson 1: How I Relate to Others Lesson 2: Past, Present, Future (biography of your future) Lesson 3: Peer Review of My School and Community Activities Lesson 4: Who Does What?

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

UNIT RESOURCES:

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

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

Unit 1 Title: Getting a Job **Grade Level:** 9-12

Number of Lessons in Unit: 5

Time Required for Each Lesson: 55-70 min

Lesson Titles:

Grade 9

Lesson #1: Career Portfolio

Material/Special Preparations Required:

Career portfolio format for each student. This may be done within a computer program or created by the counselor.

Grade 10

Lesson #2: Personal Code of Ethics

Material/Special Preparations Required:

Code of Ethics worksheets

Personal Code of Ethics Activity Sheet

School Discipline Policy (or other school policy documents that provide guidelines for student behavior.

Copies of Ethical Standards for a variety of professions (e.g. American Counseling Association, American School Counselor Association, American Medical Association, Hippocratic Oath) [The ethical standards may be available from the websites of professional organizations.]

Lesson #3: Completing Applications

Material/Special Preparations Required:

An example of a poorly completed application

Applications for post-secondary education/training institutions and programs and various employment opportunities for students to complete

Grade 11

Lesson #4: The Resume

Material/Special Preparations Required:

Samples of resumes (strive to obtain actual resumes that are acceptable and non-acceptable to use as examples. Names omitted.

Resume worksheet

Grade 12

Lesson #5: The Ultimate Senior Career Project

Material/Special Preparations Required:

Students' career portfolio information that has been accumulated over the last 4 years

Classroom equipped with technology*

*The use of appropriate computer training and access to compatible computer and media equipment is essential for the success of this activity

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Sample Creative Media Presentation Expectations

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

Grade Level Expectations (GLEs):

CD.9.A.09: Identify situations which would compromise ethical habits in school or work situations. (DOK Level – 3)
CD.9.B.09: Identify and refine the job-seeking skills needed to apply for volunteer or part-time jobs in the community. (DOK Level – 3)
CD.9.A.10: Identify the steps which can be used to resolve ethical issues related to school or work situations. (DOK Level – 3)
CD.9.B.10: Compare and contrast the post-secondary application process to the job application process. (DOK Level – 3)
CD.9.A.11: Demonstrate the steps which can be used to resolve ethical issues related to school or work situations. (DOK Level – 3)
CD.9.B.11: Refine and utilize a portfolio, which may be used for a variety of post-secondary opportunities. (DOK Level – 3)
CD.9.A.12: Apply personal, ethical, and work habit skills that contribute to job success. (DOK Level - 4)
CD.9.B.12: Utilize appropriate job-seeking skills to obtain employment. (DOK Level - 4)

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

B. Students will employ strategies to achieve future career goals with success and satisfaction.
C. Students will understand the relationship between training and the world of work.

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend an devaluate 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 source 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Develop and apply strategies based on one's own experience in preventing or

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	solving problems 2. Evaluate the processes used in recognizing and solving problems 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. 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 (including grammar, usage, punctuation, spelling, capitalization,) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues of ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

What is a portfolio? What are the benefits of having a portfolio?
How do people share their strengths and skills with others?
What are ethics?
What guides us when we don't know what to do in a difficult situation?
Why is it important to have ethical values on the job?
How do people share their strengths and skills with others?
Why is it important for people to know how to advocate their personal strengths for career success?

Unit Measurable Learning Objectives:

The students will gather five items for a portfolio to be used in job seeking.
The student will complete a personal code of ethics form.
The student will complete an advocacy plan to develop a school policy for an ethical school culture.
The student will apply knowledge of self to development information to be used for post-secondary applications.
The student will integrate career knowledge and self-knowledge into a resume.
The student will design a presentation utilizing the knowledge gained about his/her educational plans and career choice highlighting his/her strengths to promote himself/herself for the world of work.

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Unit Instructional Strategies/Instructional Activities:

_____Direct (Structured Overview, Guided & Shared – reading, listening, viewing, thinking)
_____ Indirect
_____Experiential
_____Independent study (Learning Logs)
__X__Interactive Instruction (Brainstorming, Interviewing)

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 summative assessment for all units in the high school career development strand is **The Ultimate Experience for Seniors.** Students will create a media presentation chronicling their present career journey and showcasing their presentation to ninth grade students.

Brief Summary of Unit:

This unit addresses the concept of being a valued employee or employer – acting ethically and responsibly in any work environment. This unit will provide students with information and skills to resolve ethical issues in school and work situations as well as the skills actively seek and obtain employment.

Unit Goals and Objectives:

Students will apply personal, ethical and work habit skills, which contribute to job success and utilize appropriate job-seeking skills to obtain employment.

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

Ability to use computers for research, to develop portfolios and resumes and to compose presentations.

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Unit 1 Title: Getting a Job

Lesson Title: The Resume **Lesson:** 4 of 5

Grade Level: 11

Length of Lesson: 55-70 minutes

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

Grade Level Expectations (GLEs):
CD.9.A.11: Demonstrate the steps which can be used to resolve ethical issues related to school or work situations.
CD.9.B.11: Refine and utilize a portfolio which may be used for a variety of post-secondary opportunities.

American School Counselor Association (ASCA) National Standard:
Career Development
B. Students will employ strategies to achieve future career goals with success and satisfaction.

Materials (include activity sheets and/ or supporting resources)

Samples of resumes (strive to obtain actual resumes that are acceptable and nonacceptableto use as examples). Names omitted
Resume´ worksheet

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

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

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will integrate career knowledge and self-knowledge into a resume.

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 resumes.

Lesson Preparation

Essential Questions:
How do people share their strengths and skills with others?

Engagement (Hook):
Enter class with a folder full of resumes. Start sorting the resumes into two categories in front of the students, ones that an employer would consider and those that would be thrown away.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Ask students: "What makes the difference between a resume that is considered and one that is thrown away? We're going to explore ways to develop resumes that attract a potential employer to the paper you." Counselor hands out sample resumes.	1. Students contribute ideas about criteria for ratings.
2. Have students get into groups of 3 or 4. Tell them to review the sample resumes as if they were employers and group the resumes into ones that would be considered and ones that would be rejected. When they have grouped the resumes, ask them to review each group and identify positive and negative characteristics.	2. Students will review the sample resumes, group them into ones that would be considered and ones that would be rejected and develop a group list of positive and negative characteristics.
3. Instruct students to utilize the positive characteristics of good resumes to develop a checklist for their own resumes.	3. Students, in groups, will make a checklist of positive resume characteristics.

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4. Instruct students to list activities they might include in a resume.	4. Students list activities.
5. Instruct students to complete the *Resume* worksheet using the list of activities.	5. Complete *Resume* worksheet.
6. Instruct students to develop a resume.	6. Students develop a resume.
7. Students assess resumes with a partner.	7. Partners review and make suggestions for revision about their resumes.
8. Instruct students to review and reflect on partner's comments, and review and refine their resumes as appropriate.	8. Students revise/refine resumes as needed after rethinking, based on partner's comments.

Teacher Follow-Up Activities

Have students type their resumes.
Teacher could arrange mock interviews with employers and have the students present their resumes to them.

Counselor reflection notes (completed after the lesson)

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Resume Worksheet

Name _____
Address _____
Telephone_____
E-mail Address_____

Education, Certificates, Licenses, Awards

High School _____
Address _____
Date of Graduation _____

Other Education or Training Programs _____

Certificates _____
Licenses _____
Awards _____

Employment History

Last Place of Employment _____
Address _____
Dates of Employment _____

Other Places of Employment _____
Address _____
Dates of Employment _____

Hobbies/Activities _____

References

First Reference Name _____
Address _____
Telephone _____
E-mail _____

Next Reference Name _____
Address _____
Telephone _____
E-mail _____

Name of Interviewer _____

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COURSE INTRODUCTION:

Career Development

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

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

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

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

UNIT DESCRIPTION: Getting a Job This unit addresses the concept of being a valued employee or employer – acting ethically and responsibly in any work environment. It will provide students with information and skills to resolve ethical issues in school and work situations as well as the skills actively seek and obtain employment.	**SUGGESTED UNIT TIMELINE:** 5 Lessons **CLASS PERIOD (min.):** 55-70 minutes each

ESSENTIAL QUESTIONS:

1. What is a portfolio? What are the benefits of having a portfolio?
2. How do people share their strengths and skills with others?
3. What are ethics?
4. What guides us when we don't know what to do in a difficult situation?
5. Why is it important to have ethical values on the job?
6. How do people share their strengths and skills with others?
7. Why is it important for people to know how to advocate their personal strengths for career success?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The students will gather five items for a portfolio to be used in job seeking.		CD.9.A.09: Identify situations which would compromise ethical habits in school or work situations. CD.9.B.09: Identify and refine the job-seeking skills needed to apply for volunteer or part-time jobs in the community. CD.9.A.10: Identify the steps which can be used to resolve ethical issues related to school or work situations.		Sl.9-10.1 Sl.9-10.4 Sl.9-10.6 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	C D B. Students will employ strategies to achieve future career goals with success and satisfaction. CD C. Students will understand the relationship between training and the world of work.	DOK Level – 3 DOK Level – 3 DOK Level – 3

		CD.9.B.10: Compare and contrast the post-secondary application process to the job application process. CD.9.A.11:: Demonstrate the steps which can be used to resolve ethical issues related to school or work situations. CD.9.B.11: Refine and utilize a portfolio, which may be used for a variety of post-secondary opportunities. CD.9.A.12.: Apply personal, ethical, and work habit skills that contribute to job success. CD.9.B.12: Utilize appropriate job-seeking skills to obtain employment.				DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 4 DOK Level - 4
2. The student will complete a personal code of ethics form.		CD.9.A.09 CD.9.B.09 CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12.		Sl.9-10.1 Sl.9-10.4 Sl.9-10.6 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	CD B CD C	DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 4 DOK Level – 4
3. The student will complete an advocacy plan		CD.9.A.09 CD.9.B.09		Sl.9-10.1 Sl.9-10.4	C D B CD C	DOK Level – 3 DOK Level – 3

to develop a school policy for an ethical school culture.		CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12		Sl.9-10.6 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6		DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 4 DOK Level – 4
4. The student will apply knowledge of self to development information to be used for post-secondary applications.		CD.9.A.09 CD.9.B.09 CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12		Sl.9-10.1 Sl.9-10.4 Sl.9-10.6 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	C D B CD C	DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 4 DOK Level – 4
5. The student will integrate career knowledge and self-knowledge into a resume.		CD.9.A.09 CD.9.B.09 CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12		W.11-12.4 W.11-12.5 W.11-12.6 SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	C D B CD C	DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 4 DOK Level – 4
6. The student will design a presentation utilizing the knowledge gained about his/her educational plans and career choice highlighting his/her strengths to promote himself/herself for the world of work.		CD.9.A.09 CD.9.B.09 CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12		Sl.9-10.1 Sl.9-10.4 Sl.9-10.6 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	C D B CD C	DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 4 DOK Level – 4
ASSESSMENT DESCRIPTIONS*:						

The summative assessment for all units in the high school career development strand is **The Ultimate Experience for Seniors**. Students will create a media presentation chronicling their present career journey and showcasing their presentation to ninth grade students.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X___ Direct __X___ Indirect __X___ Experiential __X___ Independent study __x__ Interactive Instruction
1 2 3 4 5 6	See Lessons: Lesson #1: Career Portfolio (Grade 9) Lesson #2: Personal Code of Ethics (Grade 10) Lesson #3: Completing Applications (Grade 10) Lesson #4: The Resume (Grade 11) Lesson #5: The Ultimate Senior Career Project (Grade 12)X
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4 5 6	See Lessons: Lesson #1: Career Portfolio (Grade 9) Lesson #2: Personal Code of Ethics (Grade 10) Lesson #3: Completing Applications (Grade 10) Lesson #4: The Resume (Grade 11) Lesson #5: The Ultimate Senior Career Project (Grade 12)X

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching (Ls. 3) _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion (Ls. 3, 4) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling (Ls. 5) _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages (Ls. 3) _____ Correspondence Lessons _____ Learning Contracts _____ Homework	_____ Debates _____ Role Playing _____ Panels __x___ Brainstorming (Ls. 1) _____ Peer Partner Learning (Ls. 4) __x___ Discussion (Ls. 2) _____ Laboratory Groups __x___ Think, Pair, Share (Ls. 2) __x___ Cooperative Learning

				_____ Research Projects (Ls. 5) _____ Assigned Questions _____ Learning Centers	(Ls. 2) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit #1 Title: Who Am I And How Do I Fit Into The World? **Grade Level:** 9-12

Number of Lessons in Unit: 4

Time Required for each lesson: 50 minutes

Best time of year to implement this Unit: Beginning of the academic year.

Lesson Titles:

9th Grade Lesson # 1: Juggling New Opportunities

Materials/Special Preparations Required:

- Tennis Balls for Juggling or Three Stacks of Paper Stacks
- Fan
- *Self-Concept Checklist*
- *Improving Your Self-Concept* worksheet
- School Club/Organization List – School generated
- *Roles: How Do They Impact Me and for What Am I Responsible* worksheet
- Chart paper sticky notes

10th Grade Lesson # 2: Positive Self Talk

Materials/Special Preparations Required:

- Mirror
- *Looking at Me in my Family, School and Community* worksheet

11th Grade: Lesson # 3: Assessing Self-Concept

Materials/Special Preparations Required:

- Scale
- Weights
- *My Self Concept Report Card*

12th Grade: Lesson #4: My Action Plan

Materials/Special Preparations Required:

- *Action Plan For Maintaining Who I Am*

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.1: Understanding Self as an Individual and a Member of a Diverse Local and Global Community.

Grade Level Expectations (GLEs):

PS.1.A.09: Develop skills needed to maintain a positive self-concept. (DOK Level -2)

PS.1.B.09: Recognize increased roles and responsibilities of the individual within the family, school, and local community. (DOK Level - 2)

PS.1.C.09: Identify activities the individual might participate in to become a contributing member of a school community. (DOK Level -3)

PS.1.A.10: Implement skills necessary to exhibit and maintain a positive self-concept. (DOK Level -3)

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PS.1.B.10:	Prioritize roles and responsibilities and implement strategies to balance family, school, work, and local communities. (DOK Level - 3)
PS.1.C.10:	Identify and participate in activities that help the individual student become a contributing member of a global community. (DOK Level - 3)
PS.1.A.11:	Practice and modify the skills necessary to exhibit and maintain a positive self-concept. (DOK Level - 3)
PS.1.B.11:	Identify and utilize resources to help balance family, school, work, and local community roles. (DOK Level - 3)
PS.1.C.11:	Build upon activities and experiences that help the individual student become a contributing member of a global community. (DOK Level - 3)
PS.1.A.12:	Utilize the skills necessary to exhibit and maintain a life-long positive self-concept. (DOK Level - 4)
PS.1.B.12:	Exhibit the ability to balance personal, family, school, community, and work roles. (DOK Level - 4)
PS.1.C.12:	Exhibit the personal characteristics of a contributing member of a diverse community. (DOK Level - 4)

American School Counselor Association (ASCA) National Standard:
Personal Social Development

A. Students will acquire the knowledge, attitude, 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 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 8. Assess costs, benefits and other consequences of proposed solutions.
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

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

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

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X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Unit Essential Questions:

Who are you? And what makes a person fit into his or her world?

Unit Measurable Learning Objectives:

The student will determine: at least five characteristics of his/her self-concept identifying whether each would be positive or negative; at least five ways to improve or maintain his/her positive self-concept; and identify their roles and responsibilities as a family member, school members, and community member.
The student will identify at least three roles he/she has at home, school, and in the community and one responsibility for each role**.**
The student will identify at least two ways to improve or maintain his/her self-concept.
The student will write a reflective essay addressing at least four ways of maintaining and/or his/her self-concept.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Compare and Contrast)
__X__ Indirect (Problem Solving; Case Study; Reflective Discussion, Writing to Inform)
__X__ Experiential (Simulation; Surveys)
__X__ Independent Study (Learning Contracts)
__X__ Interactive Instruction (Brainstorming; Discussion)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will gain insight into their self-concepts by completing surveys and worksheets in order to complete an "Action Plan for Maintaining Who I Am" worksheet.

Brief Summary of Unit:
The maintenance action plan provides students with an activity to show their previous years of personal growth and a plan to maintain positive growth.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Knowledge of their individual roles for family, school, work and community
Skills to maintain and improve their self-concept
Recognition of personal ways for the individual to contribute as a member of their community

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Unit #1 Title: Who Am I and How Do I Fit Into the World

Lesson Title: My Action Plan **Lesson:** 4 of 4

Grade Level: 12

Length of Lesson: 1 to 2 class periods

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.1: Understanding self as an individual and a member of a diverse local and global community.

Grade Level Expectations (GLEs):
PS.1.A.12: Utilize the skills necessary to exhibit and maintain a life-long positive self-concept.
PS.1.B.12: Exhibit the ability to balance personal, family, school, community, and work roles.
PS.1.C.12: Exhibit the personal characteristics of a contributing member of a diverse community.

American School Counselor Association (ASCA) National Standard:
Personal Social Development
A. Students will acquire the knowledge, attitude, 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)

"Action Plan For Maintaining Who I Am" worksheets

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

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 8. Assess costs, benefits and other consequences of proposed solutions.
X	Goal 4: Make decisions and act as responsible members of society 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)
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	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify at least four ways of maintaining his/her a positive self-concept and write how they would use each.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will complete an action plan for improving and/or maintaining his/her self-concept.

Lesson Preparation

Essential Questions:
Why do we need a positive self-concept?
How do people balance their world?
How do people make the world a better place?

Engagement (Hook):
Ask students (12th) how many have any personal possessions like a car, computer, ipod, etc. After assessing how many have possessions like this, discuss what types of things have to be done to them in order to keep them running in top shape.

It may be easier to keep the focus on a car at this point.

Discuss with the students that in order to keep their car or other possessions running in top shape, they have to be maintained.

Ask students what happens to their car when they do not keep it maintained.

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Transition into the maintenance of their personal self-concept. Their self-concept is something that needs to be maintained. If it is not maintained, they can expect similar issues to those of not keeping their personal possessions maintained.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Pass out to each senior their *Action Plan for Maintaining Who I Am* assessment worksheet. Explain to the students that this Action Plan is something that will help them keep their self-concept maintained and in good working order.	1. Students will work on completion of their personal Action Plan.
2. Set a due date for collection of the Action Plan. Inform students that this Action Plan will be placed in their Personal Guidance folder or Permanent Record.	2. Students should write down the due date on their Action Plan.
3. Have an example of an *Action Plan* to display so that students can see how a plan is developed.	3. Students view sample Action Plans in order to have a better understanding of what theirs should look like.

Teacher Follow-Up Activities

Teachers may choose to allow in class time for students to work on Action Plans.
Teachers may want to remind their students as to the due date of the Action Plans.
Teachers may also want to tie in an activity, project, or other homework in relation to the Action Plan.

Counselor reflection notes (completed after the lesson)

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Summative Assessment

Action Plan for Maintaining Who I Am

Name: _____
Date: _____

Due Date: _____

Action Plan for Maintaining Who I Am

Create a personal action plan to maintain your positive self-concept, contribute to your community, and balance your roles.

Below are strategies for maintaining/improving your self-concept. Please place a checkmark on the ones you will use as you go through life.

_____ **Journaling**

I can use a journal to help sort out my feelings, my responsibilities to various roles, to write down personal statements about who I am.

I have a journal: ____ Yes _____ No

If I don't have a personal journal, here is my plan to start and continue to use one:

_____

_____

_____

_____

_____ **Positive Self-Talk**

I will continue my awareness of self-talk. I will not put myself down; rather I will raise myself up with positive self-talk. List some positive self-talk statements I can use:

1. _____

2. _____

3. _____

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_____ **Exercise**

Exercise can relieve stress, allow for time to think positively about myself and help to improve my physical and mental health.

I will exercise 3 times a week. Below are some activities that I will include in my exercise program:

_____ walking _____ jogging ____ swimming

_____ bike riding _____ weight lifting _____ aerobics

_____ dancing _____ martial arts _____ yoga

_____ competitive athletics

Other: _____

Other: _____

_____ **Activities/Enjoyment**

I will try to put aside some time everyday from my other role responsibilities to take time for myself. This time will be spent doing something I enjoy (hobby, interest, activity)
Below are some activities that I could do:

_____ take a walk _____ listen to music _____ attend church functions

_____ play a sport _____ make crafts/art _____ workout

_____ volunteer _____ mediate _____ write in a journal

_____ video games _____ play an instrument

Other: _____

Other: _____

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_____ **Assist Your Community**

Becoming an active member in the community can help maintain/improve your self-concept as well as help others. Below is my plan for community involvement.

_____

_____

_____

_____

_____

_____ **Balancing My Roles and Responsibilities**

I am aware of my different roles in family, school, community and work and know how to balance the responsibilities of each. Below are my responsibilities to each area:

Family_____

_____

_____

School_____

_____

_____

Community_____

_____

_____

Work_____

_____

_____

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Discuss how these roles and responsibilities might change after you graduate.

List and explain four ways of maintaining your positive self-concept.

1.

2.

4.

5.

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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: Who Am I And How Do I Fit Into The World? The maintenance action plan provides students with an activity to show their previous years of personal growth and a plan to maintain positive growth.	**SUGGESTED UNIT TIMELINE:** 4 Lessons **CLASS PERIOD (min.):** 50 minutes each

ESSENTIAL QUESTIONS:
Who are you? And what makes a person fit into his or her world?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will determine: at least five characteristics of his/her self-concept identifying whether each would be positive or negative; at least five ways to improve or maintain his/her positive self-concept; and identify their roles and responsibilities as a family member, school members, and community member.		PS.1.A.09: Develop skills needed to maintain a positive self-concept. PS.1.B.09: Recognize increased roles and responsibilities of the individual within the family, school, and local community. PS. 1.C.09 Identify activities the individual might participate in to become a contributing member of the		W.9-10.2 W.9-10.4 W.9-10.10 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others. P/SD B. Students will make decisions, set goals and take necessary action to achieve goals.	Level 2 Level 2 Level 3

		school community. PS. 1.A.10: Implement skills necessary to exhibit and maintain a positive self-concept. PS.1.B.10: Prioritize roles and responsibilities and implement strategies to balance family, school, work, and local communities. PS.1.C.10: Identify and participate in activities that help the individual student become a contributing member of the global community. PS.1.A.11: Practice and modify the				Level 3 Level 3 Level 3 Level 3

		skills necessary to exhibit and maintain a positive self-concept.				
		PS.1.B.11: Identify and utilize resources to help balance family, school, work, and local community roles.				Level 3
		PS.1.C.11: Build upon activities and experiences that help the individual student become a contributing member of a global community.				Level 3
		PS. 1.A.12: Utilize the skills necessary to exhibit and maintain a life-long positive self-concept.				Level 4

		PS.1.B.12: Exhibit the ability to balance personal, family, school, community, and work roles. PS.1.C.12: Exhibit the personal characteristics of a contributing member of a diverse community.				Level 4 Level 4
2. The student will identify at least three roles he/she has at home, school, and in the community and one responsibility for each role.		PS.1.A.09 PS.1.B.09 PS.1.C.09 PS.1.A.10 PS.1.B.10 PS.1.C.10 PS.1.A.11 PS.1.B.11 PS.1.C.11 PS.1.A.12 PS.1.B.12 PS.1.C.12		W.9-10.2 W.9-10.3 W.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	P/SD A P/SD B	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4
3. The student will identify at least two ways to improve or maintain his/her self-concept.		PS.1.A.09 PS.1.B.09 PS.1.C.09 PS.1.A.10 PS.1.B.10 PS.1.C.10 PS.1.A.11 PS.1.B.11		SL. 11-12.1 SL. 11-12.4 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	P/SD A P/SD B	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 3

		PS.1.C.11 PS.1.A.12 PS.1.B.12 PS.1.C.12				Level 3 Level 4 Level 4 Level 4
4. The student will write a reflective essay addressing at least four ways of maintaining and/or his/her self-concept.		PS.1.A.09 PS.1.B.09 PS.1.C.09 PS.1.A.10 PS.1.B.10 PS.1.C.10 PS.1.A.11 PS.1.B.11 PS.1.C.11 PS.1.A.12 PS.1.B.12 PS.1.C.12		W.11-12.2 W.11-12.4 SL. 11-12.1 SL. 11-12.4 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	P/SD A P/SD B	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4

ASSESSMENT DESCRIPTIONS*:
Students will gain insight into their self-concepts by completing surveys and worksheets in order to complete an "Action Plan for Maintaining Who I Am" worksheet.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X___ Direct __X___ Indirect __X___ Experiential __X___ Independent study __X___ Interactive Instruction
1 2 3 4	See Lessons: 9th Grade Lesson 1 Juggling New Opportunities 10th Grade Lesson 2 Positive Self Talk 11th Grade Lesson 3 Assessing Self-Concept 12th Grade Lesson 4 My Action Plan
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	See Lessons: 9th Grade Lesson 1 Juggling New Opportunities 10th Grade Lesson 2 Positive Self Talk 11th Grade Lesson 3 Assessing Self-Concept 12th Grade Lesson 4 My Action Plan

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

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit 1 Title: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level: 9-12

Number of Lessons in Unit: 7 (2 lessons per grade level 9th-11th)

Time Required for each lesson: 30-45 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

9th Grade: Lesson # 1 - The Clique

Materials/Special Preparations Required

- Pens
- Pencils
- *The Clique* student handout

9th Grade: Lesson # 2 - Bursting Stereotypes

Materials/Special Preparations Required

- 2-dozen multi-colored balloons inflated
- 2-dozen paper or tag board sentence strips, 2-inches wide by 12-inches long
- Thumbtacks (optional)
- Colored pencils or markers
- Common pin (safety)

10th Grade: Lesson # 3 - Listening Exercise

Materials/Special Preparations Required

- Pens
- Pencils
- *Listening Stems* activity sheet for each pair of students

10th Grade: Lesson # 4 - Origins: A simple word game (for use in human relations trainings)

This lesson is an adaptation of a lesson from www.tolerance.org (see lesson plan).

Materials/Special Preparations Required

- Timer
- Handouts printed on two different types of colored paper
- Three judges
- *Origins: A Simple Word Game for Use In Human Relations Training* handout
- *What Do These Words or Phrases Mean* handout

11th Grade: Lesson # 5 - Using Negotiation to Settle Difficulties

Materials/Special Preparations Required

- Black/White Board or an overhead projector
- Index cards
- Pens
- Pencils
- *Negotiating Skill Components* handout

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11th Grade: Lesson # 6 - Diversity Day

Materials/Special Preparations Required

List of performers and speakers (Partners in Education is a possible reference for resources), for example:

- Flamenco dancers/guitarist
- Country Line Dancers
- Irish Dancers
- Native American Flute Player
- Multicultural Storyteller
- Brazilian Musician
- Scottish Storyteller/Bagpipe player
- Square Dancers

Performance Areas with chairs and adequate space
Signs for each location
A/V equipment as needed
Publicity
Thank-you notes

12th Grade: Lesson # 7 - Managing Conflicts

Materials/Special Preparations Required

Managing Conflicts worksheet
Alternative for Solving Conflicts handout
Pens
Pencils

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.09: Demonstrate the ability to use interpersonal skills needed to maintain quality relationships. (DOK Level - 2)
PS.2.B.09: Explore cultural identity and world views within the community. (DOK Level - 2)
PS.2.C.09: Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills. (DOK Level - 3)
PS.2.A.10: Practice interpersonal skills in order to help maintain quality relationships. (DOK Level - 3)
PS.2.B.10: Promote acceptance and respect for cultural differences within the global community. (DOK Level - 3)
PS.2.C.10: Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others. (DOK Level - 3)
PS.2.A.11: Apply interpersonal skills needed to maintain quality relationships. (DOK Level - 3)
PS.2.B.11: Exhibit respect for different cultures and points of view. (DOK Level - 4)
PS.2.C.11: Accept personal responsibility in conflict situations. (DOK Level - 4)
PS.2.A.12: Exhibit the interpersonal skills to maintain quality relationships. (DOK Level - 4)
PS.2.B.12: Advocate respect for individuals and groups. (DOK Level - 4)
PS.2.C.12: Utilize and accept personal responsibility in relationships with others. (DOK Level - 4)

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American School Counselor Association (ASCA) National Standard:

Personal Social Development

A. Students will acquire the knowledge, attitude, 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.
C. Students will understand safety and survival skills.

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

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

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) 6. Participating in formal and informal presentations and discussions of issues and ideas 7. Identifying and evaluating relationships between language and culture
	Mathematics	
X	Social Studies	2. Continuity and change in the history of Missouri, the United States and the world 5. The major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment 6. Relationships of the individual and groups to institutions and cultural traditions 7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 4. Principles of movement and physical fitness 5. Methods used to assess health, reduce risk factors, and

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		avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts 2. The principles and elements of different art forms 3. The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts 4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines 5. Visual and performing arts in historical and cultural contexts

Unit Essential Questions:

Why is it important to embrace diversity?

Unit Measurable Learning Objectives:

The student will write a reflection on his/her experience with cliques including at least two advantages and disadvantages of cliques.
The student will write a journal entry including at least two things they have learned about stereotypes and at least one action he/she can take to combat stereotypes.
The student will write a journal entry identifying a least one action he/she can take to improve communication in one of his/her relationships.
The student will write a journal entry including at least one feeling and two thoughts about stereotypical sayings.
The student will make note of the 9 negotiating skills observed during role plays by circling the observed skills on the "Negotiating Skills Components" worksheet.
The student will demonstrate at least one negotiating skill in a role play situation.
The student will complete a reflection form following the performers and speakers answering the following: I learned that ……..; I wish I……; I want to ……..; In order to learn more about the cultural traditions I will ……
The student will complete the following reflection regarding the discussion about student relationships & conflicts: What did I learn about myself during this activity? Which of the alternatives for solving conflicts would I like to try more often?

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Demonstrations; Guided & Shared)
__X__ Indirect (Problem Solving; Reflection Discussion; Writing to Inform)
__X__ Experiential (Simulations; Games; Role-playing)
__X__ Independent Study (Journals, Research Projects)
__X__ Interactive Instruction (Role-playing; Peer Partner Learning; Discussion; Problem Solving)

Unit Summative Assessment (acceptable evidence):

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Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will research their racial identity/heritage and write a short essay, poem, song, or rap on their findings and will present this information to their peers.

Brief Summary of Unit:
Standard PS2 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 other 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.

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

1. Knowledge of interpersonal skills that will help maintain quality relationships
2. Knowledge of strategies that promote acceptance and respect of others within the global community
3. An awareness of personal responsibility in conflict situations

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Unit #1Title: Interacting With Others In Ways That Respect Individual and Group Differences

Lesson Title: Managing Conflicts **Lesson** 7 of 7

Grade Level: 12

Length of Lesson: 30 - 45 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting with others in ways that respect individual and group differences.

Grade Level Expectations (GLEs):
PS.2.A.12: Exhibit the interpersonal skills to maintain quality relationships
PS.2.C.12: Utilize and accept personal responsibility in relationships with others

American School Counselor Association (ASCA) National Standard:
Personal Social Development

A. Students will acquire the knowledge, attitude, 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.
C. Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

Pens
Pencils
Managing Conflicts worksheet
Alternative for Solving Conflicts handout

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
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

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	6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 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	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will complete the following reflection regarding the discussion about student relationships and conflicts:
What did I learn about myself during this activity?

Which of the 6 alternatives for solving conflicts would I like to try more often?

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.
Student Self-Assessment: Students will review their responses to questions on handouts provided.

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Lesson Preparation

Essential Questions:
What does a quality relationship look like and how is it maintained?
What does it mean to utilize and accept personal responsibility in relationships with others?

Engagement (Hook):
Everyone gets into conflicts, whether they are with a parent, teacher, friend, or stranger. Conflicts can be over anything, big or small. Conflicts can have positive outcomes. Think of a time a conflict turned out well and a problem was solved, or a situation managed, or there was just a "clearing of the air." Conflicts can also result in negative feelings that leave us feeling bad about ourselves and others. Has either happened to you? Share your answer with a partner.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Distribute *Managing Conflicts* worksheet.	1. Students review *Managing Conflicts* worksheet, asking for clarification where needed. Role-playing may be used as a practice opportunity.
2. Direct students to answer questions on the second page of the worksheet.	2. Students ask and answer questions.
3. Facilitate discussion regarding students' relationships and conflicts. The questions on the second page of the worksheet will serve as prompts to "break the ice."	3. Students participate in discussion.
4. Distribute and discuss *Alternatives for Solving Conflicts* handout.	4. Students review and discuss *Alternatives for Solving Conflicts* worksheet.
5. Direct students to answer the following (or similar) questions: What did you learn about yourself during this activity? Which of the six alternatives would you like to try more often?	5. Students respond in writing to the questions.
6. Collect and review worksheets with student responses. Use as means to identify those who may be having difficulty negotiating conflict.	6. Students will hand in responses to worksheets.

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Teacher Follow-Up Activities

Journal and role-play alternatives for solving conflicts. It will reinforce learning for students if they are provided time to use the skills learned in the lesson.

Counselor reflection notes (completed after the lesson)

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MANAGING CONFLICTS

Name:_____Date:_____

Everyone gets into conflicts--with a parent, teacher, friend, or stranger. Conflicts can be over anything, big or small. Conflicts can have positive outcomes. Think of a time a conflict turned out well and a problem was solved, a situation managed, or there was just a "clearing of the air." Conflicts can also result in negative feelings that leave us feeling badly about ourselves and others. Has either happened to you?

RESULTS OF CONFLICTS

When hassles are eventually resolved, there are three possible outcomes:

Both people feel hurt: Both people fight (physically or verbally). When this happens, the problem continues. There is no respect for self or others as a result. More than likely, there will be another fight.

One person feels hurt and the other gets his/her way: One person fights (physically or verbally). The other person quits or runs. The problem may be settled, but both people disrespect each other and themselves. The loser may seek revenge or take it out on someone or something else.

No one is hurt: No one fights or argues. Each says his or her position. Each person listens. Alternatives are used to settle the hassle. There is no "loser" or "winner" and everyone maintains respect for others and themselves.

THESE THINGS MAKE CONFLICTS WORSE

Violence (Physical or Verbal): Violence destroys any basis fro compromise and ruins friendships. It rarely deals with the real problem, and usually causes more problems. People don't often forget physical or verbal abuse.

Running Away: Running away prevents a person from really solving a problem. It just pops up again later. People who run away from problems lose the respect of others and themselves. It can become a habit. People who give in are usually taken advantage of by others.

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Telling on Someone: Telling can make the problem worse. It makes others lose respect for you, and it can indicate you want others to solve conflicts and make decisions for you. However, there are times when telling IS appropriate. If a conflict has the potential of resulting in harm to you or to others it is important to get help from a responsible adult.

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You and Conflict—Tell your story—Begin with a time you used violence, ran away or told on someone when it was not appropriate.

a. What was the conflict?

_____

_____

_____

_____

_____

b. What happened? How did you handle the situation?

_____

_____

_____

_____

_____

c. How did you feel about it?

_____

_____

_____

_____

_____

d. How would you handle it differently if you could do it over?

_____

_____

_____

_____

_____

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Alternative for Solving Conflicts

1. ***Use "I" messages—***State the problem in terms of how it makes you feel; do not place blame on the other person. Example of an "I" message: "I am really hurt when you talk behind my back." Example of a "you" message that places blame: "You are so stupid when you talk behind my back."

2. ***Listen closely—***Let the other person know you are willing to listen to his or her side. Example: "I'm listening," or "Go ahead; I'll listen."

3. ***Get help—***Use others to help solve a problem. A third person can often bring a new perspective or solutions to a conflict.

4. ***Make a deal—***Compromise. Being willing to give in to certain conditions if the other person is also willing can usually be done by making a suggestion.

5. ***Apologize—***Let the other person know you are sorry the conflicts happened, whether you feel you are right or wrong. If you really feel as though you are wrong, you can gain respect from others by apologizing. Example: "We don't seem able to solve this, but I am sorry you feel badly about it. I do too."

6. ***Cool it—***Dropping it is good for cooling off or avoiding no-win situations.

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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: : Interacting With Others in Ways That Respect Individual and Group Differences PS2 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 other 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.	**SUGGESTED UNIT TIMELINE:** 7 Lessons (grades 9-12) **CLASS PERIOD (min.):** 30 – 45 minutes each
ESSENTIAL QUESTIONS: 1. Why is it important to embrace diversity?	

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 on his/her experience with cliques including at least two advantages and disadvantages of cliques.		PS.2.A.09: Demonstrate the ability to use interpersonal skills needed to maintain quality relationships. PS.2.B.09: Explore cultural identity and world views within the community. PS.2.C.09: Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills.		W.9-10.1 W.9-10.2 W.9-10.3 W.9-10.4 SL9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.5	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others. P/SD B. Students will make decisions, set goals and take necessary action to achieve goals. P/SD C.	Level 2 Level 2 Level 3

		PS.2.A.10: Practice interpersonal skills in order to help maintain quality relationships.			Students will understand safety and survival skills.	Level 3
		PS.2.B.10: Promote acceptance and respect for cultural differences within the global community.				Level 3
		PS.2.C.10: Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others.				Level 3
		PS.2.A.11: Apply interpersonal skills needed to maintain quality relationships.				Level 3
		PS.2.B.11: Exhibit respect for different cultures and points of view.				Level 4

		PS.2.C.11: Accept personal responsibility in conflict situations. PS.2.A.12: Exhibit the interpersonal skills to maintain quality relationships. PS.2.B.12 Advocate respect for individuals and groups. PS.2.C.12: Utilize and accept personal responsibility in relationships with others.				Level 4 Level 4 Level 4 Level 4
2. The student will write a journal entry including at least two things they have learned about stereotypes and at least one action he/she can take to combat stereotypes.		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10. PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		W.9-10.2 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4

3. The student will write a journal entry identifying a least one action he/she can take to improve communication in one of his/her relationships.		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10 PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		W.9-10.2 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4
4. The student will write a journal entry including at least one feeling and two thoughts about stereotypical sayings.		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10 PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		W.9-10.2 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4
5. The student will make note of the 9 negotiating skills observed during role plays by circling the observed skills on the "Negotiating Skills Components" worksheet.		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10 PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12. PS.2.C.12.		SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.5	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4
6. The student will demonstrate at least one negotiating skill in a role play situation.		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10		W.11-12.3 SL.11-12.1 L.11-12.1 L.11-12.2	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3

		PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		L.11-12.3 L.11-12.5		Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4
7. The student will complete a reflection form following the performers and speakers answering the following: I learned that ……..; I wish I……; I want to ……..; In order to learn more about the cultural traditions I will ……		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10 PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		W.11-12.1 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.10 SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4
8. The student will complete the following reflection regarding the discussion about student relationships & conflicts: What did I learn about myself during this activity? Which of the alternatives for solving conflicts would I like to try more often?		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10 PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		W.11-12.3 SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.5	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4

ASSESSMENT DESCRIPTIONS*:
Students will research their racial identity/heritage and write a short essay, poem, song, or rap on their findings and will present this information to their peers.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X___ Direct __X___ Indirect __X___ Experiential __X___ Independent study

	__X___ Interactive Instruction
1 2 3 4 5 6 7 8	See Lessons: 9th Grade: Lesson 1 - The Clique 9th Grade: Lesson 2 - Bursting Stereotypes 10th Grade: Lesson 3 - Listening Exercise 10th Grade: Lesson 4 - Origins: A simple word game (for use in human relations trainings) 11th Grade: Lesson 5 - Using Negotiation to Settle Difficulties 11th Grade: Lesson 6 - Diversity Day 12th Grade: Lesson 7 - Managing Conflicts
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4 5 6 7 8	See Lessons: 9th Grade: Lesson 1 - The Clique 9th Grade: Lesson 2 - Bursting Stereotypes 10th Grade: Lesson 3 - Listening Exercise 10th Grade: Lesson 4 - Origins: A simple word game (for use in human relations trainings) 11th Grade: Lesson 5 - Using Negotiation to Settle Difficulties 11th Grade: Lesson 6 - Diversity Day 12th Grade: Lesson 7 - Managing Conflicts

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions ___X___ Demonstrations Ls 5, 6 ___X___ Guided & Shared - reading, listening, viewing, thinking Ls 4	___X___ Problem Solving Ls 5, 6, 7 _____ Case Studies _____ Reading for Meaning _____ Inquiry ___X___ Reflective Discussion Ls 2, 4 ___X___ Writing to Inform Ls 8 _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments ___X__ Simulations Ls 1,3 ___X___ Games Ls 4 _____ Storytelling _____ Focused Imaging _____ Field Observations ___X___ Role-playing Ls 5 _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction ___X___ Journals Ls 1, 2, 3, 4 _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework ___X___ Research Projects Ls 8 _____ Assigned Questions _____ Learning Centers	_____ Debates ___X___ Role Playing Ls 5 _____ Panels _____ Brainstorming ___X___ Peer Partner Learning Ls 3 ___X___ Discussion Ls 3, 4, 5, 6, 7 _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw ___X___ Problem Solving Ls 5, 6, 7 _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit #1 Title: Personal Safety Skills and Coping Strategies **Grade Level:** 9-12

Number of Lessons in Unit: 5 (2-9th grade lessons; 1 lesson each for 10th -12th grades)

Time Required for each lesson: 45-50 minutes

Best time of year to implement this Unit: Fall and/or Spring Semester

Lesson Titles:

9th Grade Lesson # 1: Safe and Healthy Life Choices (Part I)
Materials/Special Preparations Required:
Safe & Healthy Choices worksheet
List of local resources (e.g. Rape and Abuse Crisis Center, Alateen, etc.)

9th Grade Lesson # 2:Safe and Healthy Choices (Part II)
Materials/Special Preparation Required
Video Presentation or Presenter about making healthy choices
Presentation Review Assessment worksheet

10th Grade Lesson 3: Risk Taking Behaviors
Materials/Special Preparations Required
Video Presentation or Presenter about making healthy choices
Presentation Review Assessment worksheet

11th Grade Lesson # 4: Fatal Accident
Materials/Special Preparations Required
Docudrama or program provided by community emergency resources (e.g. highway patrol, police, fire department, hospital, etc)
Presentation Review Assessment worksheet
Presenters (e.g. highway patrolman, fireman, policeman, ambulance attendant, etc.)

12th Grade Lesson # 5: Community Wellness Fair
Materials/Special Preparations Required
List of community health and safety agencies
Envelopes and school letterhead
Thank-you notes
Tables
Chairs
Sign for each table to represent agency in attendance
Audio-visual equipment, as needed
Flyers announcing Wellness Fair
Hospitality Room with snacks for exhibitors
Newspaper article to promote community involvement
Wellness Fair Assessment worksheet

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Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectations (GLEs):
PS.3.A.09: Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices. (DOK Level - 2)
PS.3.A.10: Utilize decision-making skills to evaluate risk-taking behavior. (DOK Level - 3)
PS.3.A.11: Analyze the impact of personal decisions on the safety and health of self and others. (DOK Level - 4)
PS.3.A.12: Utilize decision-making skills to make safe and healthy life choices. (DOK Level - 4)
PS.3.B.09: Identify and utilize resources available to address personal safety issues. (DOK Level - 2)
PS.3.B.10: Evaluate and review resources that address personal safety issues. (DOK Level - 3)
PS.3.B.11: Demonstrate skills that reinforce a safe environment for all students. (DOK Level - 4)
PS.3.B.12: Advocate for the personal safety of self and others. (DOK Level - 4)
PS.3.C.09: Identify resources to help individuals cope with life changes or events. (DOK Level - 2)
PS.3.C.10: Analyze and refine individual coping skills to manage life-changing events. (DOK Level - 3)
PS.3.C.11: Apply individual coping skills to manage life-changing events. (DOK Level - 3)
PS.3.C.12: Exhibit coping skills to manage life-changing events. (DOK Level - 4)

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

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

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

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
X	Mathematics	3. Data analysis, probability and statistic
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
X	Science	2. Properties and principles of force and motion 3. Characteristics and interactions of living organisms. 8. Impact of science, technology and human activity on

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		resources and the environment.
X	Health/Physical Education	1. Structures of, functions of, and relationships among human body systems. 3. Diseases and methods for prevention, treatment and control. 5.Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations.
	Fine Arts	

Unit Essential Questions:

How do safe and healthy choices affect our lives?

Unit Measurable Learning Objectives:

The student will identify 5 safe and healthy (or unsafe and unhealthy) choices in high school and list at least two factors that influence his/her decision to make healthy (or unhealthy) choices.
The student will view and evaluate a presentation on healthy choices and write three related questions or thoughts he/she would like to explore further.
The student will view and evaluate a presentation on the dangers of risky behavior and write three related questions to explore.
The student will participate in and evaluate a presentation from an emergency response agency and write three related thoughts to explore.
The student will participate in the planning of – and/or involvement in – a wellness fair.

Unit Instructional Strategies/Instructional Activities:

__X_ Direct (Lecture; Explicit Teaching; Demonstrations)
____ Indirect
__X_ Experiential (Simulations)
__X Independent Study (Learning Centers)
__X Interactive Instruction (Discussion; Interviewing; Conferencing)

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.
Through simulation, students will demonstrate problem-solving and decision-making skills and advocate for healthy life choices.
Students will demonstrate positive coping skills in managing life events by utilization of community resources.

Brief Summary of Unit:
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 wellbeing, or when a life situation requires a new way of coping.

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

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Problem solving steps, and decision-making and refusal skills.

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Unit 1 **Title:** Personal Safety Skills and Coping Strategies

Lesson Title: Community Wellness Fair **Lesson:** 5 of 5

Grade Level: 12

Length of Lesson: 45-50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectations (GLEs):
PS.3.A.12: Utilize decision-making skills to make safe and healthy life choices.
PS.3.B.12: Advocate for the personal safety of self and others.
PS.3.C.12: Exhibit coping skills to manage life-changing events.

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

Materials (include activity sheets and/ or supporting resources)

List of community health and safety agencies
Envelopes and school letterhead
Thank-you notes
Tables
Chairs
Sign for each table to represent agency in attendance
Audio-visual equipment, as needed
Flyers announcing Wellness Fair
Hospitality Room with snacks for exhibitors
Newspaper article to promote community involvement
Presentation Review Assessment worksheet

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

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

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

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

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		institutions and cultural traditions
X	Science	3. Characteristics and interactions of living organisms. 8. Impact of science, technology and human activity on resources and the environment.
X	Health/Physical Education	1. Structures of, functions of, and relationships among human body systems. 3. Diseases and methods for prevention, treatment and control. 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations.
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will participate in the planning of – or involvement in – a wellness fair.

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 help plan and/or attend a wellness fair.

Lesson Preparation

Essential Questions:

How do safe and healthy life choices affect our lives?

How is the knowledge of available resources used to manage life changing events?

Engagement (Hook):

What is a Wellness Fair?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Preparation for Wellness Fair: Committees of 12th grade students and staff will plan a Wellness Fair, including the "why, who, what, where, when" of event.	1. Senior students will work with the counselor(s) to plan a Wellness Fair.

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2. Counselor, nurse, and student committees will organize times for classes to participate in Wellness Fair.	2. Students will work with the counselor to organize times.
3. Counselor, nurse, and student publicity committee will write newspaper article, print and distribute flyers announcing Wellness Fair.	3. Students will work with the counselor to publicize the Wellness Fair.
4. Day of Wellness Fair:	4. Day of Wellness Fair:
a. Counselor and student committee will set up tables, chairs, and arrange for parking.	a. Student committee will set up tables, chairs, and arrange for parking.
b. Counselor will provide student escorts for exhibitors.	b. Students escort exhibitors to proper stations.
c. Ensure that presenters are in place and have necessary materials.	c. All students will attend Wellness Fair and complete *Wellness Fair Review Assessment* forms.
6. After Wellness Fair:	6. After Wellness Fair:
1. Committee cleans up.	1. Students will serve on clean up committee.
2. Committee will write thank-you notes to exhibitors.	2. Students will help write thank-you notes to exhibitors.

Teacher Follow-Up Activities

Teacher will inform counselor if a student appears to be in need of appropriate resources.
Discuss Wellness Fair activities

Counselor reflection notes (completed after the lesson)

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Health Fair Review Assessment

Exhibits or Speakers that I visited:

_____
_____
_____
_____
_____

Yes No 1. I can identify risk-taking behavior.

Yes No 2. I have been involved in a risk-taking behavior.

Yes No 3. I know where to find resources to assist with personal safety issues.

Yes No 4. I know how to assist others in finding resources for life changing events.

Yes No 5. The Wellness Fair was helpful in addressing personal safety.

Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about …

-
-
-
-

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Course Description:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: Personal Safety Skills and Coping Strategies 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, or when a life situation requires a new way of coping.	**SUGGESTED UNIT TIMELINE:** 5 Lessons **CLASS PERIOD (min.):** 45 - 50 minutes each

ESSENTIAL QUESTIONS:
1. How do safe and healthy choices affect our lives?

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 5 safe and healthy (or unsafe and unhealthy) choices in high school and list at least two factors that influence his/her decision to make healthy (or unhealthy) choices.		PS.3.A.09: Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices. PS.3.A.10: Utilize decision-making skills to evaluate risk-taking behavior. PS.3.A.11: Analyze the impact of personal decisions on the safety and health of self and others PS.3.A.12: Utilize decision-making skills to make safe and healthy life choices. PS.3.B.09: Identify and utilize resources			P/S D C: Students will understand safety and survival skills	Level 2 Level 3 Level 4 Level 4 Level 2

		available to address personal safety issues. PS.3.B.10: Evaluate and review resources that address personal safety issues. PS.3.B.11: Demonstrate skills that reinforce a safe environment for all students. PS.3.B.12: Advocate for the personal safety of self and others. PS.3.C.09: Identify resources to help individuals cope with life changes or events. PS.3.C.10: Analyze and refine individual coping skills to manage life-changing events. PS.3.C.11: Apply individual coping skills to manage life-changing events. PS.3.C.12: Exhibit coping skills to manage life-changing events.				Level 3 Level 4 Level 4 Level 2 Level 3 Level 3 Level 4

2. The student will view and evaluate a presentation on healthy choices and write three related questions or thoughts he/she would like to further explore.		PS.3.A.09 PS.3.A.10 PS.3.A.11 PS.3.A.12 PS.3.B.09 PS.3.B.10 PS.3.B.11 PS.3.B 12 PS.3.C.09 PS.3.C.10 PS.3.C.11 PS.3.C.12			P/S D C	Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 3 Level 4
3. The student will view and evaluate a presentation on the dangers of risky behavior and write three related questions to explore.		PS.3.A.09 PS.3.A.10 PS.3.A.11 PS.3.A.12 PS.3.B.09 PS.3.B.10 PS.3.B.11 Ps .3.B 12 PS.3.C.09 PS.3.C.10 PS.3.C.11 PS.3.C.12			P/S D C	Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 3 Level 4

4. The student will participate in and evaluate a presentation from an emergency response agency and write three related thoughts to explore.		PS.3.A.09 PS.3.A.10 PS.3.A.11 PS.3.A.12 PS.3.B.09 PS.3.B.10 PS.3.B.11 Ps .3.B.12 PS.3.C.09 PS.3.C.10 PS.3.C.11 PS.3.C.12			P/S D C	Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 3 Level 4
5. The student will participate in the planning of – and/or involvement in – a wellness fair.		PS.3.A.09 PS.3.A.10 PS.3.A.11 PS.3.A.12 PS.3.B.09 PS.3.B.10 PS.3.B.11 PS.3.B 12 PS.3.C.09 PS.3.C.10 PS.3.C.11 PS.3.C.12			P/S D C	Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 3 Level 4

ASSESSMENT DESCRIPTIONS:

Through simulation students will demonstrate problem solving and decision making skills and advocate for healthy life choices.
Students will demonstrate positive coping skills in managing life events by utilization of community resources.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X_ Direct _____ Indirect

	__X__Experiential __X__Independent study __X__Interactive Instruction
1 2 3 4 5	See Lessons: Lesson #1: Safe and Healthy Life Choices (Part 1) Lesson #2: Safe and Healthy Life Choices (Part 2) Lesson #3: Risk Taking Behaviors Lesson #4: Fatal Accident Lesson #5: Community Wellness Fair
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4 5	See Lessons: Lesson #1: Safe and Healthy Life Choices (Part 1) Lesson #2: Safe and Healthy Life Choices (Part 2) Lesson #3: Risk Taking Behaviors Lesson #4: Fatal Accident Lesson #5: Community Wellness Fair

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview __X___ Lecture (Ls. 1, 2, 3) __X___ Explicit Teaching (Ls. 1, 2, 3) _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions __X___Demonstrations (Ls. 4) _____ Guided & Shared - reading, listening, viewing, thinking	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments ___X__ Simulations (Ls.4) _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions ___5___Learning Centers (Ls. 5)	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning ___X__Discussion (Ls. 1) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups ___X__ Interviewing (Ls. 5) ___X__ Conferencing (Ls. 5)

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: Learning for Life **Grade Level:** 9-12

Number of Lessons in Unit: 6 (2 lessons each for grades 9, 10; 1 lesson each for grades 11, 12)

Time Required for each lesson: 1 to 2 class periods

Best time of year to implement this unit: Beginning of school year

Lesson Titles:

9th Grade Lesson 1: Study Skills Workshop

Materials/Special Preparations Required:

Personal Study Skills and Habit Review Survey

Study Skills Tip Sheet

MSCA Pointers for Students - Searching for Solutions: Improving Student Study Skills Call the Missouri School Counselor Association 1-800-264-6722 or email at msca@mvp.net for copies

9th Grade Lesson 2: Making Your Own Master Calendar

Materials/Special Preparations Required:

School year calendar

Optional - Blank Calendar

10th Grade Lesson 3: Strategies for Taking Standardized Timed Tests

Materials/Special Preparations Required:

Individual student reports from standardized tests

PLAN PowerPoint presentation

PSAT/NMSQT DVD presentation

(The *PLAN* PowerPoint may be downloaded from www.act.org/plan.index.html Information over the *PSAT* DVD presentation may found at www.collegeboard.com. Test Prep information may be downloaded from either website.)

10th Grade Lesson 4: Prioritizing Time

Materials/Special Preparations Required:

Student Planners/Calendars

Index cards

11th Grade Lesson 5: Progressing Toward Graduation

Materials/Special Preparations Required:

Personal Plans of Study and credit checks

12th Grade Lesson 6: Self-assessment of Self-Management, Study and Test-Taking Skills

Materials/Special Preparations Required:

AD4 Grades 9-12 Summative Self-Evaluation: Parts 1, 2, & 3

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Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying skills needed for educational achievement.

Grade Level Expectations (GLEs):

AD.4.A.09: Review and build upon educational skills necessary to progress toward life-long learning goals.(DOK - 3)
AD.4.B.09: Review and build upon a self-management system and adjust to increased academic demands. (DOK - 4)
AD.4.A.10: Assess and apply educational skills necessary to progress toward individual life-long learning goals.(DOK - 4)
AD.4.B.10: Assess and apply a self-management system to meet increased academic demands. (DOK - 4)
AD.4.A.11: Consistently utilize educational skills necessary to progress toward individual life-long learning goals. (DOK - 4)
AD.4.B.11: Consistently utilize a self-management system and adjust to increased academic demands. (DOK – 4)
AD.4.A.12: Achieve educational levels necessary to teach, maintain, and continue with individual life-long learning goals. (DOK - 4)
AD.4.B12: Exhibit self-management skills necessary for educational achievement. (DOK - 2)

American School Counselor Association (ASCA) National Standards:
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 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems

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	4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet 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 (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	3. Data analysis, probability and statistics 6. Discrete mathematics (such as graph theory, counting techniques, matrices)
X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
X	Science	7. Processes of scientific inquiry (such as formulating and testing hypotheses)
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How do people develop habits?

Unit Measurable Learning Objectives:

The student will evaluate personal study skills, using the *Personal Study Skills and Habits Review Survey* and *Study Skills Tip Sheet.*
The student will identify at least one study skill habit, which he/she views as a personal strength.
The student also will identify at least one study skill habit to improve upon in order to reach his/her goals.
The student will complete a personal master calendar for the current school year.
Using standardized test score reports, the student will evaluate personal academic strengths and weaknesses.
The student will list at least three ways he/she will use test information to improve academic skills and standardized test scores.
The student will apply the concept of time management by identifying his/her top four priorities/commitments; creating list of priorities/commitments; and identifying strategies for making sure priorities/commitments are scheduled.

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The student will compose a paragraph in which he/she identifies the post-secondary option he/she intends to pursue and identifies the steps needed to attain that goal.
The students will adjust high school planning to conform to post-secondary goals.
The student will write a personal essay in which he/she will consider and analyze the skills he/she has developed during his/her school experience to help him/her be a life-long learner.
The student will review and evaluate his/her *Personal Plan of Study* and credit check to ensure progression toward meeting graduation requirements and post-secondary goals.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Structured Overview, Compare & Contrast, Demonstrations)
_X_ Indirect (Problem-Solving, Inquiry, Reflective Discussion, Writing to Inform, Concept Attainment)
_X_ Experiential (Role-Playing, Surveys)
_X_ Independent Study (Essays)
_X_ Interactive Instruction (Role-Playing, Discussion, Think/Pair/Share, Problem-Solving)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The 3-part summative evaluation for the "Learning for Life" Unit is conducted in the 12th grade. The assessment is a culmination of the work that students have completed in prior grades and encourages students to reflect and project regarding the knowledge and skills required to successfully achieve their goals and continue as life-long learners. This evaluation is located at the end of the 12th grade lesson.

Brief Summary of Unit:
This unit will continue to develop and evaluate students' self-management, study and test-taking skills that they have obtained during their educational career. These skills will enable them to become life-long learners.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
It will be important for the students to be familiar with self-management, goal-setting, study and test-taking skills. They will need the ability for apply self-assessment processes.

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Unit 1 Title: Learning for Life

Lesson Title: Self Assessment of Time Management, Study and Test-Taking Skills **Lesson** 6 of 6

Grade Level: 12

Length of Lesson: 1 to 2 class periods

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying skills needed for educational achievement

Grade Level Expectations (GLEs):
AD.4.A.12: Achieve educational levels necessary to teach, maintain, and continue with individual life-long learning goals.
AD.4.B.12: Exhibit self-management skills necessary for educational achievement.

American School Counselor Association (ASCA) National Standard:
Academic Development
A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

9-12 Summative Evaluation for AD 4

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

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 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 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 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, document)
	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 personal essay in which he/she will consider and analyze the skills he/she has developed during his/her school experience to help him/her be a life-long learner.

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 3-part summative self-evaluation for the Learning for Life Unit is conducted in the 12th grade. The assessment culminates the work that students have completed in prior grades and encourages students to reflect and project regarding the knowledge and skill required to successfully achieve their goals and continue as life-long learners. The assessment follows this lesson. It may be photocopied for your students' use.

Lesson Preparation

Essential Question: How do time management, study, and test-taking skills influence life long learning and your attainment of personal goals?

Engagement (Hook): How do you rate yourself? Show me 5, 4, 3, 2, 1 (5 being the highest, 1 being the lowest) in each area by holding up your number of self-rating.

Self Management -Show Me. (watch for students' ratings)
Study Skills -Show Me. (watch for students' ratings)
Testing Taking Skills - Show Me. (watch for students' ratings)

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will give each senior Part One of the *9-12 Summative Self-Evaluation for AD 4*. Part One allows for each senior to rate himself or herself in the areas of time management, study skills, and test-taking skills.	1. Students will rate themselves *Good*, *Average*, or *Poor* for 27 skills they have learned throughout their educational experience.
2. The counselor will lead a brief discussion of the skills that were rated as the highest and which were rated as the lowest.	2. In pairs students will describe their strongest and weakest skills and discuss the implications for their success with their partners.
3. The counselor will administer Part Two of the *9-12 Summative Self-Evaluation for AD 4*. Part Two allows each student to identify and discuss situations in which specific skills were used and situations in which he or she didn't have the specific skills to be successful.	3. Students will give examples of times in which they used their stronger skills to be a successful learner as well as times they were not successful because their skills were not as strong or were not acquired. Students will complete a chart on which they list skills that will be important to them for their post-secondary choices.
4. The counselor will lead a brief discussion about skills successful learners use. During the discussion, stress the need to continue to maintain strong skills as well as develop weaker skills in order to be a successful life-long learner.	4. Students will volunteer responses during the discussion and brainstorm possible ways to improve their weaker skills.
5. The counselor will administer Part Three of the *9-12 Summative Self-Evaluation for AD 4*. Part Three encourages learners to project how they will use the three skill areas (Time Management, Study Skills, Test-taking Skills) to achieve post-secondary goals and life-long learning.	5. Students will write a personal essay in which they hypothesize how the skills they have learned in their educational experience will help them achieve their post-secondary goals and continue to be a lifelong learner.
6. The counselor will work with the Communication Arts teacher to devise a possible grading system for the personal essays. It is recommended that the counselor collect the students' *AD 4 Summative Self-Evaluation*, copy them and place one in the student's permanent folder	6. Students submit their completed *AD 4 Summative Self-Evaluation*, so the counselor can copy them and return the original to student.

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and return the original to student.	

Teacher Follow-Up Activities

One possible follow-up activity would be for teachers to discuss skills that students feel comfortable using when they are out of high school and skills that they feel they should continue to develop. Teachers may be able to incorporate these skills into future lessons to help the students continue to develop.

Counselor reflection notes (completed after the lesson)

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NAME: _____ GRADE: _____ DATE: _____

9-12 SUMMATIVE SELF-EVALUATION FOR AD 4
Applying Skills Needed for Educational Achievement
PART 1: LIFE-LONG LEARNING SKILLS SURVEY

1. How do you rate yourself on the following self-management skills? (Circle answer)

a. Writing down assignments/tests/projects	Good	Average	Poor
b. Turning in homework on time	Good	Average	Poor
c. Getting academic help when needed	Good	Average	Poor
d. Having a scheduled studying time	Good	Average	Poor
e. Keeping my school and personal materials organized	Good	Average	Poor
f. Having a place at home to study with materials	Good	Average	Poor
g. Managing my time during my daily schedule	Good	Average	Poor
h. Attending school regularly	Good	Average	Poor
i. Being on time to school and/or work	Good	Average	Poor

2. How do you rate yourself on the following study-skills? (Circle answer)

a. Listening actively in class	Good	Average	Poor
b. Asking questions in class	Good	Average	Poor
c. Reviewing class notes	Good	Average	Poor
d. Knowing/understanding topic-specific vocabulary	Good	Average	Poor
e. Being prepared for class	Good	Average	Poor
f. Outlining readings from textbooks	Good	Average	Poor
g. Taking effective notes	Good	Average	Poor
h. Working with others in small groups	Good	Average	Poor
i. Identifying personal learning style	Good	Average	Poor
j. Adapting to different teaching styles	Good	Average	Poor

3. How do you rate yourself on the following test-taking skills? (Circle answer)

a. Knowing how to develop a test-taking plans	Good	Average	Poor
b. Identifying key words in true/false questions	Good	Average	Poor
c. Knowing strategies for multiple-choice questions	Good	Average	Poor
d. Knowing how to write essay responses	Good	Average	Poor
e. Knowing how to write a constructed response	Good	Average	Poor
f. Having strategies for taking timed tests	Good	Average	Poor
g. Being prepared for open-note tests	Good	Average	Poor
h. Checking your test answers	Good	Average	Poor
i. Knowing strategies to relieve test anxiety	Good	Average	Poor

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4. Please list the skill that you think you are the best prepared for each in of the areas.

Self-Management Skill: _____

Study-Skill: _____

Test-Taking Skill: _____

5. Please list the skill that you think you are the least prepared for in each of the areas.

Self-Management Skill: _____

Study-Skill: _____

Test-Taking Skill: _____

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NAME: _____ GRADE: _____ DATE: _____

9-12 SUMMATIVE SELF-EVALUATION FOR AD 4
Applying Skills Needed for Educational Achievement
PART 2: SELF-EVALUATION OF LIFE-LONG LEARNING SKILLS

1. After looking at the skills you are best at in each area and the skills you are least prepared for in each area:

   A. Describe in detail a situation in which you used one of your stronger skills to be a successful learner.

_____

_____

_____

_____

_____

_____

_____

_____

   B. Describe in detail a situation in which you could have been more successful if you had been able to use a skill you didn't possess at the time (e.g. planning for priorities).

_____

_____

_____

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_____

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2. From a personal perspective, what skills will be important to your success as you work to achieve your post-secondary goals? List the skills on the chart below.

4-Year College	**2-Year College**	**Work**	**Military**	**Other: _____**
Skills needed	Skills needed	Skills needed	Skills needed	Skills needed

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NAME: _____ GRADE: _____ DATE: _____

9-12 SUMMATIVE SELF-EVALUATION FOR AD 4
Applying Skills Needed for Educational Achievement
PART 3: DESCRIBING HOW SKILLS WILL BE USED AS A LIFE-LONG LEARNER

Write a personal essay in which you hypothesize how the skills you have developed during your school experience will help you continue to be a life long learner. Be sure to include specific skills and examples. This essay should contain proper spelling, grammar and punctuation. Please make your essay as long as needed to voice your opinion.

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Academic Development

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

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

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

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

UNIT DESCRIPTION: Learning for Life This unit will continue to develop and evaluate students' self-management, study and test-taking skills that they have obtained during their educational career. These skills will enable them to become life-long learners.	**SUGGESTED UNIT TIMELINE:** 6 (2 lessons each for grades 9, 10; 1 lesson each for grades 11, 12) **CLASS PERIOD (min.):** 1 to 2 class periods

ESSENTIAL QUESTIONS:

1. How do people develop habits?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will evaluate personal study skills, using the *Personal Study Skills and Habits Review Survey* and *Study Skills Tip Sheet.*		AD.4.A.09: Review and build upon educational skills necessary to progress toward life-long learning goals. AD.4.B.09: Review and build upon a self-management system and adjust to increased academic demands. AD.4.A.10: Assess and apply educational skills necessary to progress toward individual life-long learning goals. AD.4.B.10: Assess and apply a self-management system to meet increased academic demands.		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK 3 DOK 4 DOK – 4 DOK - 4

		AD.4.A.11: Consistently utilize educational skills necessary to progress toward individual life-long learning goals. AD.4.B.11: Consistently utilize a self-management system and adjust to increased academic demands. AD.4.A.12: Achieve educational levels necessary to teach, maintain, and continue with individual life-long learning goals. AD.4.B12: Exhibit self-management skills necessary for educational achievement.				DOK – 4 DOK – 4 DOK – 4 DOK - 2
2. The student will identify at least one study skill habit, which he/she views as a personal strength.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11 AD.4.A.12 AD.4.B12		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4 DOK – 4 DOK – 4 DOK – 4 DOK - 2
3. The student also will identify at least one study skill habit to improve upon in order to reach his/her goals.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4 DOK – 4 DOK – 4

		AD.4.A.12 AD.4.B12		L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6		DOK – 4 DOK - 2
4. The student will complete a personal master calendar for the current school year.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11 AD.4.A.12 AD.4.B12		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4 DOK – 4 DOK – 4 DOK – 4 DOK - 2
5. Using standardized test score reports, the student will evaluate personal academic strengths and weaknesses.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11 AD.4.A.12 AD.4.B12		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4 DOK – 4 DOK – 4 DOK – 4 DOK - 2
6. The student will list at least three ways he/she will use test information to improve academic skills and standardized test scores.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11 AD.4.A12 AD.4.B12		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4 DOK – 4 DOK – 4 DOK – 4 DOK - 2
7. The student will apply the concept of self-management by identifying his/her top four priorities/commitments; creating list of priorities/commitments; and identifying strategies for making sure priorities/commitments are scheduled.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11 AD.4.A.12 AD.4.B12		RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4 DOK – 4 DOK – 4 DOK – 4 DOK - 2
8. The student will compose a paragraph in which he/she identifies the post-secondary option.		AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10		SL. 11-12.1 SL. 11-12.4 L.11-12.1 L.11-12.2 L.11-12.3	AD A	DOK - 3 DOK - 4 DOK – 4 DOK - 4

		AD.4.A.11 AD.4.B.11 AD.4.A.12 AD.4.B12		L.11-12.4 L.11-12.5 L.11-12.6 W.11-12.1 W.11-12.3 W.11-12.4 W.11-12.9 W.11-12.10		DOK – 4 DOK – 4 DOK – 4 DOK - 2

ASSESSMENT DESCRIPTIONS*:

The 3-part summative evaluation for the "Learning for Life" Unit is conducted in the 12th grade. The assessment is a culmination of the work that students have completed in prior grades and encourages students to reflect and project regarding the knowledge and skills required to successfully achieve their goals and continue as life-long learners. This evaluation is located at the end of the 12th grade lesson.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x___ Direct __x___ Indirect __x___ Experiential __x___ Independent study __x___ Interactive Instruction
	See:
1	Lesson 1 Grade 9 Study Skills Workshop
2	Lesson 2 Grade 9 Making Your Own Master Calendar
3	Lesson 3 Grade 10 Strategies for Taking Standardized Timed Tests
4	Lesson 4 Grade 10 Prioritizing Time
5	Lesson 5 Grade 11 Progressing Toward Graduation
6	Lesson 6 Grade 12 Self Assessment of Self-Management, Study and Test-Taking Skills
7	
8	
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1	See:
2	Lesson 1 Grade 9 Study Skills Workshop
3	Lesson 2 Grade 9 Making Your Own Master Calendar
4	Lesson 3 Grade 10 Strategies for Taking Standardized Timed Tests

5 6 7 8	Lesson 4 Grade 10 Prioritizing Time Lesson 5 Grade 11 Progressing Toward Graduation Lesson 6 Grade 12 Self Assessment of Self-Management, Study and Test-Taking Skills				
	Direct: __x___ Structured Overview (Ls. 1) _____ Lecture __x___ Explicit Teaching (Ls. 3) _____ Drill & Practice __x___ Compare & Contrast (Ls. 3) _____ Didactic Questions __x___ Demonstrations (Ls. 2) _____ Guided & Shared - reading, listening, viewing, thinking	**Indirect:** __x___ Problem Solving (Ls. 2-3) _____ Case Studies _____ Reading for Meaning __x___ Inquiry (Ls. 5) __x___ Reflective Discussion (Ls. 3-5-6) __x__ Writing to Inform (Ls. 5) _____ Concept Formation _____ Concept Mapping __x___ Concept Attainment (Ls. 4-5-6) _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations __x___ Role-playing (Ls. 4) _____ Model Building __x___ Surveys (Ls. 1-6)	**Independent Study** __x___ Essays (Ls. 6) _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates __x___ Role Playing (Ls. 4) _____ Panels _____ Brainstorming _____ Peer Partner Learning ___x__ Discussion (Ls. 2-4-5) _____ Laboratory Groups ___x__ Think, Pair, Share (Ls. 6) _____ Cooperative Learning _____ Jigsaw ___x__ Problem Solving (Ls. 3-4) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

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

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

Unit #1 Title: Applying the Skills of Transitioning Between Educational Levels **Grade Level:** 9-12

Number of Lessons in Unit: 4 (one lesson each for 9, 10, 11, and 12)

Time Required for each lesson:
9th grade lesson will require 55 to 70 minutes
10th grade lesson will require 55 to 70 minutes
11th grade lesson will require 55 to 70 minutes
12th grade lesson will require 50 minutes per student

Best time of year to implement this Unit:
9th grade training will begin before the beginning of the freshmen year
10th grade during the first semester
11th grade any time during academic year
12th grade during the second semester

Lesson Titles:
9th Grade Lesson 1: Freshmen Mentor Program: Meeting My Mentor
(This program uses trained upper grade students to mentor freshmen throughout the 9th grade academic year.)
Materials/Special Preparations Required:
Trained mentors (Training should take place before activity)
Paper, pen, flip charts, markers
Interview Guidelines and *How Well Do You Know Your School?*

10th Grade Lesson 2: Exploration of Post-Secondary Options
Materials/Special Preparations Required:
Computer access for each student and/or several copies of college guides
Alumni of your school
Written instructions for navigating the selected program, such as Missouri Connections, Choices, or Discover (ACT) and a sample analysis sheet for chosen program or website where student may do a college search (www.act.org www.collegeview.com www.petersons.com)

11th Grade Lesson 3: Get Set For College (Duplicate Lesson for CD8, Unit 5, Lesson 3 of 4)
Materials/Special Preparations Required:
Get Set for College Scavenger Hunt
Pencil/pen
Get Set for College ACT booklet
To obtain your free ACT booklets contact 1-319-337-1000 or download materials at http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf.

12th Grade Lesson 4: 12th Grade Post-Secondary Checklist
Materials/Special Preparations Required

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Am I Ready… Activity Sheet
A list of your high school's graduation requirements
Pencil/pen
Students' Personal Plans of Study

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

Grade Level Expectations (GLEs):
AD.5.A.09: Apply information and skills necessary to transition into high school. (DOK Level - 3)
AD.5.A.10: Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options. (DOK Level - 4)
AD.5.A.11: Increase knowledge and refine skills in preparation for the senior year and post-secondary options. (DOK Level - 3)
AD.5.A.12: Utilize the achievement and performance skills necessary to transition to post-secondary options. (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.
B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
C. Students will understand the relationship of academics to the world of work and to life at home and in the community.

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 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 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 9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies 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

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	2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace
X	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 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 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 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	3. Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions 7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
	Fine Arts	

Unit Essential Questions:

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Why are healthy self care skills and behaviors necessary when adjusting to transitions?

Unit Measurable Learning Objectives:

Each freshman student will meet with their mentor for the interview to complete and discuss the *How Well Do You Know Your School* worksheet and the interview guidelines worksheet.

The student will make a list of 2-3 post secondary options and required information necessary for application. Students will write an essay about their transitional needs.

The student will complete the *Get Set for College* scavenger hunt and discuss with classmates.

The student will complete *Am I Ready* checklist/activity sheet, using their Personal Plan of Study.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Compare & Contrast; Demonstrations; Guided & Shared reading, listening, viewing, thinking)
_X_ Indirect (Problem Solving)
___ Experiential
_X_ Independent Study (Essays)
_X_ Interactive Instruction (Panels; Brainstorming; Discussion, Think, Pair, Share; Interviewing)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Counselor will meet individually with seniors during the second semester of their senior year. Counselor and student will complete a post-secondary checklist. (See appendix.)

Brief Summary of Unit:

This unit gives counselors the tools to help students successfully transition into high school, through high school, and beyond.

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

Students will need to have and understand their four year-plan and applicable vocabulary.

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Unit #1 Title: Applying the Skills of Transitioning Between Educational Levels

Lesson Title: 12th Grade Post-Secondary Checklist **Lesson:** 4 of 4

Grade Level: 12

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.12: Utilize the achievement and performance skills necessary to transition to post-secondary options.

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)

Students' Personal Plans of Study
A list of your high school's graduation requirements.
Am I Ready… Activity Sheet
Pencil/pen

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

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	6. Identify tasks that require a coordinated effort and work with others to complete those tasks 8. Explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	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 *Am I Ready* checklist/activity sheet, using their 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.

Assessment for this lesson will be through completion and discussion of the checklist.

Lesson Preparation

Essential Questions:

What's next for me? Will life be different in college or on the job?

Engagement (Hook):

Have the students take a trip down memory lane. Discuss TV shows they watched, clothes they use to wear, and activities they participated in: elementary school, middle school and now. Then have them brainstorm things that will change once they graduate.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Instructor will discuss how transitioning from high school to college or work is very much like previous transitions they have	1. Students will check all their courses to make sure they have what is needed to graduate and what is needed for them to move to the

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made. Ask students what they think they need to do to make the transition smooth.	next step on their plan.
2. Instructor will hand out each student's Personal Plan of Study and the *Am I Ready…* activity sheet.	2. Students, using their own personal information, will complete the *Am I Ready…* activity sheet.
3. Instructor will hand out the *Am I Ready…?* activity Sheet.	3. Students will complete the *Am I Ready…* Activity Sheet.

Teacher Follow-Up Activities

Teacher may review with students their perceptions of being ready for graduation.

Counselor reflection notes (completed after the lesson)

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NAME _____ DATE _____

AM I READY?

FOR WORK?

_____I KNOW I WILL HAVE ALL OF MY CREDITS FOR GRADUATION
_____I KNOW HOW TO FILL OUT AN APPLICATION
_____I KNOW WHAT EMPLOYERS LOOK FOR
_____I HAVE THE SKILLS AND KNOWLEDGE I NEED FOR THE JOB I WANT
_____I HAVE A WRITTEN RESUME
_____I HAVE WORKED A PART-TIME JOB

FOR MILITARY?

_____I KNOW I HAVE ALL MY CREDITS FOR GRADUATION
_____I HAVE TAKEN THE ASVAB AND HAVE THE SCORE I NEED
_____I HAVE TALKED TO A RECRUITER
_____I UNDERSTAND THE COMMITMENT AND RESPONSIBILITY INVOLVED
_____I HAVE DISCUSSED THIS WITH MY PARENTS

FOR COLLEGE OR FURTHER TRAINING?

_____I KNOW I HAVE ALL THE CREDITS FOR GRADUATION
_____I KNOW HOW TO FILL OUT AN APPLICATION
_____I KNOW THE REQUIREMENTS TO “GET IN” TO THE COLLEGE OR TRAINING
_____I HAVE THE REQUIREMENTS TO “GET IN”
_____I KNOW HOW I AM GOING TO PAY FOR THIS
_____I HAVE THE REQUIREMENTS FOR A COLLEGE PREP DIPLOMA (IF NEEDED)
_____I HAVE DISCUSSED THIS WITH MY PARENTS
_____I HAVE VISITED THE COLLEGE OR TRAINING PROGRAM
_____I KNOW HOW TO REQUEST MY TRANSCRIPT
_____I HAVE ALREADY TAKEN COLLEGE DUAL CREDIT COURSES

MY SPECIFIC PLANS ARE:
(NAME OF COLLEGE, TRAINING, BRANCH OF MILITARY, OR JOB I WILL BE ENTERING)

_____

_____

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Academic Development

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

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

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

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

UNIT DESCRIPTION: Applying the Skills of Transitioning Between Educational Levels This unit gives counselors the tools to help students successfully transition into high school, through high school, and beyond.	**SUGGESTED UNIT TIMELINE:** 4 (one lesson each for 9, 10, 11, and 12) **CLASS PERIOD:** 9th grade lesson -55 to 70 minutes 10th grade lesson-55 to 70 minutes 11th grade lesson-55 to 70 minutes 12th grade lesson-50 minutes per student

ESSENTIAL QUESTIONS:

1. Why are healthy self care skills and behaviors necessary when adjusting to transitions?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. Each freshman student will meet with their mentor for the interview to complete and discuss the "How Well Do You Know Your School" worksheet and the interview guidelines worksheet.		AD.5.A.09: Apply information and skills necessary to transition into high school.		SL.9-10.1 SL.9-10.2 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 3

2. The student will make a list of 2-3 post secondary options and required information necessary for application. Students will write an essay about their transitional needs.		AD.5.A.10: Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options.		RI.9-10.1 RI.9-10.4 RI.9-10.8 W.9-10.1 W.9-10.2 W.9-10.4 W.9-10.5 W.9-10.7 W.9-10.8 W.9-10.9 W.9-10.10 SL.9-10.1 SL.9-10.2 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 RST.9-10.1 RST.9-10.2 RST.9-10.4 RST.9-10.5 RST.9-10.7 WHST.9-10.1 WHST.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10	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
3. The student will complete the "Get Set for College" scavenger hunt and discuss with classmates.		AD.5.A.11: Increase knowledge and refine skills in preparation for the senior year and		RI.11-12.1 RI.11-12.3 RI.11-12.4 RI.11-12.7 W.11-12.2 W.11-12.7 W.11-12.9 SL.11-12.1 SL.11-12.2 L.11-12.1	AD C. Students will understand the relationship of academics to the world of work and to	Level 3

		post-secondary options.		L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6 RST.11-12.1 RST.11-12.2 RST.11-12.5 RST.11-12.7 RST.11-12.9 WHST.11-12.2 WHST.11-12.7 WHST.11-12.8 WHST.11-12.9	life at home and in the community.	
4. The student will complete "Am I Ready" checklist/activity sheet, using their Personal Plan of Study.		AD.5.A.12: Utilize the achievement and performance skills necessary to transition to post-secondary options.		RI.11-12.1 RI.11-12.3 RI.11-12.4 RI.11-12. 7 W.11-12.7 W.11-12.9 SL.11-12.1 SL.11-12.2 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6 RST.11-12.1 RST.11-12.2 RST.11-12.5 RST.11-12.7 RST.11-12.9	AD C.	Level 2

ASSESSMENT DESCRIPTIONS*:

Counselor will meet individually with seniors during the second semester of their senior year.

Counselor and student will complete a post-secondary checklist.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**

	__X__ Direct __X__ Indirect _____ Experiential __X__Independent study __X__Interactive Instruction
1 2 3 4	See Lessons: Lesson 1 Grade 9 Freshman Mentor Program: Meeting My Mentor Lesson 2 Grade 10 Exploration of Post-Secondary Options Lesson 3 Grade 11 Get Set For College Lesson 4 Grade 12 Post-Secondary Checklist
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	See Lessons: Lesson 1 Grade 9 Freshman Mentor Program: Meeting My Mentor Lesson 2 Grade 10 Exploration of Post-Secondary Options Lesson 3 Grade 11 Get Set For College Lesson 4 Grade 12 Post-Secondary Checklist

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	tructured Overview ecture xplicit Teaching rill & Practice ompare & Contrast Ls. 3) idactic Questions emonstrations (Ls. 2) uided & Shared - reading, listening, viewing, thinking (Ls. 1, 2, 3, 4)	__X___Problem Solving (Ls. 1,3,4) _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	__X__ Essays (Ls. 2) _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers _____ Activity Sheet (Ls.4)	_____ Debates _____ Role Playing ___X__ Panels (Ls.2) ___X__Brainstorming (Ls. 1,2) _____ Peer Partner Learning ___X__ Discussion (Ls. 2,3) _____ Laboratory Groups ___X__ Think, Pair, Share (Ls.1,2,3) _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups ___X__ Interviewing (Ls.1) _____ Conferencing ___X__ Scavenger Hunt (Ls. 3)

UNIT RESOURCES:

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

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

Unit #1 Title: My Personal Plan of Study **Grade Level:** 9-12

Number of Lessons in Unit: 6

Time Required for each lesson: 30-50 minutes

Best time of year to implement this Unit: At appropriate times throughout year

Lesson Titles:

Grade 9

Lesson # 1: Graduation Requirements

Materials/Special Preparations Required:

- School course description books or enrollment guides
- High school graduation requirements
- List of graduation requirements
- Handout titled; *Graduation Requirements Review* activity sheet

Lesson # 2: Evaluating Transcripts

Materials/Special Preparations Required:

- Copy of students' transcripts
- Whiteboard, SMART Board, other means to display formula for GPA including value of letter grades.
- High school course description book or enrollment guide for class point value

Grade 10

Lesson # 3 Review and Revision of My Personal Plan of Study

Materials/Special Preparations Required:

- Individual Students Portfolios, including Personal Plan of Study
- High school course description books or enrollment guides

Lesson #4: Career Resources

Materials/Special Preparations Required:

- Speakers or representatives from a Career Education Center

Grade 11

Lesson #5: Evaluating and Revising the Personal Plan of Study

Materials/Special Preparations Required:

- ACT Test Dates and ACT Information
- ACT Prep Classes Information
- Visitation Dates for Post-Secondary Options
- Literature for Education/Training Options
- Career Fair Dates
- ASVAB Test Dates
- PSAT Dates
- Dual Enrollment Information
- College Day Visitation Information

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Information on Credit Recovery

Grade 12
Lesson #6: Assessing Personal Plan of Study for Life-Long Learning
Materials/Special Preparations Required:
Worksheet titled Personal Plan of Study Review for Seniors
Personal Educational Plan Portfolios/4 year plan

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

Grade Level Expectations (GLEs):
AD.6.A.09: Monitor and revise a Personal Plan of Study. (DOK Level - 3)
AD.6.A.10: Explore options and resources available to further develop Personal Plan of Study for life-long learning. (DOK Level - 3)
AD.6.A.11: Evaluate and revise a Personal Plan of Study for life-long learning. (DOK Level - 3)
AD.6.A.12: Apply information to revise and implement a Personal Plan of Study necessary for life-long learning. (DOK Level - 4)

American School Counselor Association National Standard (ASCA):
Academic 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 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 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 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 informati0n and the reliability of its sources
X	Goal 2: Communicate effectively within and beyond the classroom 3. Review and revise communications to improve accuracy and clarity.
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 ones own experience in preventing or 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
X	Goal 4: Make decisions and act as responsible members of society

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	1. Explain reasoning and identify information used to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet 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 (including grammar, usage, punctuation, spelling, capitalization) 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	
	Fine Arts	

Unit Essential Questions:

What happens if I change my goals?

Unit Measurable Learning Objectives:

The student will complete *Graduation Requirements Review* activity sheet.
The student will compute his/her individual GPA.
The student will determine through transcript review, what actions and/or revisions need to occur in order to reach post-secondary goal.
The student will review and revise personal plan of study to determine career path/cluster and related coursework.
The student will complete one or more sample application(s) for post-secondary programs.
The student will establish an individual calendar of important dates related to personal plans of study.
The student will complete *Personal Plan of Study Review for Seniors*.
The student will write a letter to his/her future self about goals and planning for the future.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Lecture; Explicit Teaching; Compare &Contrast; Demonstrations; Guided & Shared-Reading, Listening, Viewing, Thinking)

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_X_ Indirect (Problem Solving)
_X_ Experiential (Simulations; Surveys)
_X_ Independent Study (Journals; Learning Activity Sheet; Learning Contracts; Research)
_X_ Interactive Instruction (Peer Partner 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 use graduation requirements, assessments, transcripts, educational, and career interests to review, revise, and implement Personal Plan of Study for lifelong learning.

Brief Summary of Unit:

Students will monitor and revise Personal Plan of Study written before high school. Course description booklets, transcripts, assessments and personal interest will be used for continued review and revisions of personal education plans. By the end of 12th grade, plans will have been revised and fully implemented for life-long learning.

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

Knowledge of a Personal Plan of Study, number and types of credits required for graduation

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Unit #1 Title: My Personal Plan of Study

Lesson Title: Assessing Personal Plan of Study for Life-Long Learning **Lesson:** 6 of 6

Grade Level: 12

Length of Lesson: 30-35 minutes

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

Grade Level Expectation (GLE):
AD.6.A.12: Apply information to revise and implement a Personal Plan of Study necessary for life-long learning.

American School Counselor Association National Standard (ASCA):
Academic Development
B. Students will make decisions, set goals, and take necessary action to achieve goals.

Materials (include activity sheets and/ or supporting resources)

Worksheet titled *Personal Plan of Study Review for Seniors*
Personal Plan of Study/Portfolios

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 2. Conduct research to answer questions and evaluate information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems
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 (including grammar, usage, punctuation, spelling capitalization 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will complete *Personal Plan of Study Review for Seniors*.
The student will write a letter to his/her future self about goals and planning for the future.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students will review and revise their Personal Plan of Study and write letters to their future selves.

Lesson Preparation

Essential Questions:

Have you implemented your Personal Plan of Study necessary for life-long learning? Are you educationally prepared to go on beyond high school?

Engagement (Hook):

What have you accomplished to date? Has your Personal Plan of Study helped you to further your educational goals? (Use credit study review)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will discuss the value of present and future personal plan of study and goals with students.	1. Students will review and reflect on the development and appropriateness of their plans.
2. The counselor will pass out *Personal Plan of Study Review for Seniors* and give instructions for completing it.	2. The students will complete *Personal Plan of Study Review for Seniors* worksheet after instructions are given. Students will discuss the information on their *Personal Plan of Study Review for Seniors* worksheet.
3. After the worksheet is completed the counselor will ask students to rethink and	3. Students will write a letter to themselves. Letters include reflections about benefits of

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revise life-long learning plans.	planning for the future and reminders of life goals established at the end of high school.
4. Counselor will arrange for letters to be mailed in 5 years.	4. Stamped self addressed letters will be given to counselor for mailing in 5 years.

Teacher Follow-Up Activities

Collect *Personal Plan of Study Review for Seniors* worksheets that were not completed during the session.

Counselor reflection notes (completed after the lesson)

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Personal Plan of Study Review for Seniors

Name
_____

_____
Address Phone number

(Circle the items that apply and fill in blanks)

1. My post-secondary plans include:

   a. trade/technical school _____.
   (trade certificate or other certification)

   b. military _____.

   c. two year college _____.
   (certificate or associates degree)

   d. four year college/university _____.
   (degree)

   e. on-the-job training _____.
   (type of training)

   f. go directly into the work force _____.
   (type of job/occupation)

2. Rate the following subjects as each relates to your learning experience. (Circle one of the numbers beside each subject, 1 being the lowest, 5 being the highest.)

English	1	2	3	4	5
Mathematics	1	2	3	4	5
Social Studies	1	2	3	4	5
Science	1	2	3	4	5

Turn page over for completion

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3. What elective was the most valuable to your learning experience during your high school career?

4. List your extra-curricular activities in high school.

5. Have you participated in a vocational/technical program? (circle) Yes No
   If yes, what program? _____

6. I attend high school as a senior (circle) part-time full-time

7. What financial resources have you obtained to further your educational goals? (Circle all that apply.)
   A. A+
   B. Scholarship(s)
   C. Loan(s)
   D. Grants
   E. Job/support
   F. Savings
   G. Parental support

8. Rate your experience with the guidance/counseling department by circling one of the following: Satisfactory Unsatisfactory

   Comments:

9. Suggestions for improvement of learning, counseling, and administration at the high school level.

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Academic Development

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

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

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

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

UNIT DESCRIPTION: My Personal Plan of Study Students will monitor and revise Personal Plan of Study written before high school. Course description booklets, transcripts, assessments and personal interest will be used for continued review and revisions of Personal Plan of Study. By the end of 12th grade, plans will have been revised and fully implemented for lifelong learning.	**SUGGESTED UNIT TIMELINE:** 6 Lessons **CLASS PERIOD (min.):** 30-50 minutes each
ESSENTIAL QUESTIONS: 1. What happens if I change my goals?	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	**CCSS LEARNING GOALS (Anchor Standards/Clusters)**	**CROSSWALK TO STANDARDS**				
		GLEs/CLEs	**PS**	**CCSS**	**OTHER ASCA**	**DOK**
1. The student will complete *Graduation Requirements Review* activity sheet.		AD.6.A.09: Monitor and revise a Personal Plan of Study.		RI.9-10.4 W.9-10.2 W.9-10.4 W.9-10.7 W.9-10.8 W.9-10.10 SL.9-10.1 SL.9-10.2 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD B. Students will make decisions, set goals, and take necessary action to achieve goals.	Level 3
2. The student will compute his/her individual GPA.		AD.6.A.09		RI.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5	AD B	Level 3

				L.9-10.6		
3. The student will determine through transcript review, what actions and/or revisions need to occur in order to reach post-secondary goal.		AD.6.A.10 Explore options and resources available to further develop Personal Plan of Study for life-long learning.		RI.9-10.4 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD B	Level 3
4. The student will review and revise personal plan of study to determine career path/cluster and related coursework.		AD.6.A.10		RI.9-10.4 SL.9-10.1 SL.9-10.2 SL.9-10.3 L.9-10.1 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	AD B	Level 3
5. The student will complete one or more sample application(s) for post-secondary programs.		AD.6.A.11: Evaluate and revise a Personal Plan of Study for life-long learning.		W.11-12.1 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.8 W.11-12.9 W.11-12.10 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	AD B	Level3
6. The student will establish an individual calendar important dates related to personal plans of study.		AD.6.A.11		RI.11-12.4 RI.11-12.7	AD B	Level3

				L.11-12.1 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6		
7. The student will complete "Personal Plan of Study Review for Seniors".		AD.6.A.12: Apply information to revise and implement a Personal Plan of Study necessary for lifelong learning.		SL.11-12.1 SL.11-12.4 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	AD B	Level 4
8. The student will write a letter to his/her future self about goals and planning for the future.		AD.6.A.12		W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.8 W.11-12.10 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	AD B	Level 4

ASSESSMENT DESCRIPTIONS*:

Students will use graduation requirements, assessments, transcripts, educational, and career interests to review, revise, and implement Personal Plan of Study for lifelong learning.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X___ Direct __X___ Indirect __X___ Experiential

	__X___ Independent study __X___ Interactive Instruction
1 2 3 4 5 6 7 8	See Lessons: Lesson 1 Grade 9 Graduation Requirements Lesson 2 Grade 9 Evaluating Transcripts Lesson 3 Grade 10 Review and Revision of My Personal Plan of Study Lesson 4 Grade 10 Career Resources Lesson 5 Grade 11 Evaluating and Revising the Personal Plan of Study Lesson 6 Grade 12 Assessing Personal Plan of Study for Life-Long Learning
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4 5 6 7 8	See Lessons: Lesson 1 Grade 9 Graduation Requirements Lesson 2 Grade 9 Evaluating Transcripts Lesson 3 Grade 10 Review and Revision of My Personal Plan of Study Lesson 4 Grade 10 Career Resources Lesson 5 Grade 11 Evaluating and Revising the Personal Plan of Study Lesson 6 Grade 12 Assessing Personal Plan of Study for Life-Long Learning

	Direct:	Indirect:	Experiential:	Independent Study	Interactive Instruction
	_____ Structured Overview __X____ Lecture (Ls. 4) __X____ Explicit Teaching (Ls. 1,2,4,5) _____ Drill & Practice __X____ Compare & Contrast (Ls. 1) _____ Didactic Questions __X____ Demonstrations (Ls. 2) _____ Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2, 3, 4, 5, 6)	__X___Problem Solving (Ls. 1,2,3) _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments __X___ Simulations (Ls.4) _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building __X___ Surveys (Ls. 6)	_____ Essays _____ Computer Assisted Instruction __X___ Journals (Ls. 6) _____ Learning Logs _____ Reports __X___ Learning Activity Sheets (Ls. 2,3,6) _____ Correspondence Lessons __X___ Learning Contracts (Ls. 5) _____ Homework __X___ Research (Ls. 1,3) _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming __X___ Peer Partner Learning (Ls.1,3) _____ Discussion _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

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

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

Unit 2 Title: Navigating Through the World of Work **Grade Level**: 9-12

Number of Lessons in Unit: 4

Time Required for Each Lesson: 55-70 min.

Lesson Titles:

Grade 9

Lesson 1: Career Interest Inventory

Materials/Special Preparation Required:

Career Path/Career Cluster posters or handouts

A career interest inventory such as:

Missouri Connections - **www.missouriconnections.org**

Choices – **www.choices.org**

Self- Directed Search **– www.self-directed-search.com**

ACT's Discover **– www.act.org**

Grade 10

Lesson 2: Investigating Career Resources

Materials/Special Preparation Required:

Activity Sheet: Outlook for Jobs in the Future

Computer for each student or paper & pencil

The *Occupational Outlook Handbook* - **http://www.bls.gov/oco/**

Dictionary of Occupational Titles - **http://www.occupationalinfo.org/**

On-line resources available through US government, e.g. America's Career Resource Network (ACRN) **www.acrnetwork.org** and **www.online.onetcenter.org**

Missouri Connections, **www.missouriconnections.org**

Any other career resource

Career Path Mini Poster

Grade 11

Lesson 3: Job Shadowing

Materials/Special Preparation Required:

Job shadowing worksheets

Phone contact form

Teacher consent form

Description and checklist

Workplace tips

Thank you letter

Consent participant form

Orientation form

Questions form

Reflection form

Supervision form

List of local businesses and organizations (prepared by counselor)

Counselor Information Sheet for Job Shadowing

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Grade 12
Lesson 4: What Do They Do?
Materials/Special Preparation Required:
None

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

Grade Level Expectations (GLEs):
CD.7.B.09: Recognize the sixteen (16) career clusters within the six career paths for exploring and preparing for careers now and in the future. (DOK Level – 2)
CD.8.A.09: Integrate career and educational information with knowledge of self and career clusters to identify occupations of interest. (DOK Level – 4)
CD.7.B.10: Evaluate a variety of resources to aid in career exploration and planning now and in the future. (DOK Level – 3)
CD.8.A.10: Analyze career and educational information to identify the most relevant resources for specific career options. (DOK Level – 4)
CD.7.B.11: Utilize a variety of resources to aid in career exploration and planning. (DOK Level 3)
CD.8.A.11: Synthesize career and educational information gathered from a variety of sources. (DOK Level - 4)
CD.7.B.12: Utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work and technology changes. (DOK Level – 4)
CD.8.A.12: Utilize career and educational information in career decision-making. (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.
B: Students will employ strategies to achieve future career goals with success and satisfaction.
C: Students will understand the relationship between training and the world of work.

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 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

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	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, question and ideas while recognizing the perspectives of others 6. Apply communications techniques to the job search and to the workplace 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Evaluate the processes used in recognizing and 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 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 8. Explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 3. Reading and evaluating nonfiction works and materials (such a biographies, newspapers, technical manuals) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions 7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)

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

Unit Essential Questions:

How do interests and goals fit together?
How do careers differ?
How does a job shadowing experience affect a person's job choice?
How does one obtain the job they want?

Unit Measurable Learning Objectives:

The student will complete a career inventory to identify at least one career of interest.
The student will utilize career information from a variety of resources to identify educational requirements, average salary, and outlook for a job from 3 of the 16 Career Clusters.
The student will complete a job shadowing experience.
The student will write one essay on his/her career of interest.

Unit Instructional Strategies/Instructional Activities:

_____Direct
__X__ Indirect
__X__Experiential
__X__Independent study
__X__Interactive Instruction

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.
After interviewing a person who has a career that is of interest to the student, he/she will write an essay on the information gathered.

Brief Summary of Unit:

This unit helps students gain a working knowledge and understanding of their interests, of relevant and credible career exploration and planning resources, and ways to experience work roles. Students will use career inventories, career resources, job shadowing, and interviews to explore their career interests.

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

Knowledge of the purposes and elements of Career Clusters as a structure for the world of work, including the names of the Career Paths/Career Clusters
The occupations that are included in each Career Path/Career Cluster and the

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education/training required for specific careers. Awareness of self and personal career interests Computer use for research and composition of presentation.

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Unit 2 Title: Navigating the World of Work

Lesson Title: What Do They Do? **Lesson:** 4 of 4

Grade Level: 12

Length of Lesson: (2) 55-70 minutes (Give time to set up and conduct interview)

Missouri Comprehensive Guidance and Counseling Big Ideas:
CG 7 Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.
CG 8 Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

Grade Level Expectations (GLEs):
CD.7.B.12: Utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work and technology changes.
CD.8.A.12: Utilize career and educational information in career decision-making.

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

Materials (include activity sheets and/ or supporting resources)

Materials/Special Preparation Required:
None

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 4. Use technological tools and other resources to locate, select and organize information 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 7. Use technological tools to exchange information and ideas
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Evaluate the processes used in recognizing and solving problems
X	Goal 4: make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.
Academic Content Area(s) **Specific Skill(s)**

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X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Identifying and evaluating relationships between language and culture
	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 an essay from the information gathered through an interview with a person who has a career that is of interest to the student.

Lesson Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
After interviewing a person who has a career that is of interest to the student, he or she will write an essay on the information gathered.

Lesson Preparation

Essential Question:

How does one obtain the job they want?

Engagement (Hook):

Do a mock interview with a community volunteer in class. Ask this person how they got their job, what education and or training did they need, what special skills did they need, some other needs for the job, benefits, salary, undesirable aspects of the job, and what made them interested in the job

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Procedures

Counselor Procedures:	**Student Involvement:**
1. After the mock interview, counselor instructs students to brainstorm things they would like to ask someone who has the career they want.	1. Students will brainstorm things they would like to ask someone who has the career they want. Each student will write one thing on the board. All students will copy the brainstormed list to use as a guide to develop their interview questions.
2. Counselor instructs students to interview a person who has the career they would like, leading a discussion on how to approach them for an interview.	2. Students will interview a person of their choice and gather information to bring to class on a specific date to write their essay.
Part 2, Lesson 1 3. Counselor monitors students' progress.	**Part 2, Lesson 1** 3. Students write an essay based on this interview called "A Day in the Life of a /an_____"

Teacher Follow-Up Activities

Students could share their essays with students in younger grade level.

Counselor reflection notes (completed after the lesson)

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COURSE INTRODUCTION:

Career Development

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

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

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

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

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

Applying skills for college and career readiness and success.

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

UNIT DESCRIPTION: Navigating Through the World of Work This unit helps students gain a working knowledge and understanding of their interests, of relevant and credible career exploration and planning resources, and ways to experience work roles. Students will use career inventories, career resources and job shadowing to explore their career interests. Students will interview and write an essay of his/her career interest.	**SUGGESTED UNIT TIMELINE:** One lesson per grade level **CLASS PERIOD (min.):** 55-70 minutes each lesson

ESSENTIAL QUESTIONS:

1. How do interests and goals fit together?
2. How are careers different?
3. How does a job shadowing experience affect a person's job choice?
4. How does one obtain the job he/she wants?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will complete a career inventory to identify at least one career of interest.		CD.7.B.09: Recognize the sixteen (16) career clusters within the six (6) career paths for exploring and preparing for careers now and in the future. CD.8.A.09: Integrate career and educational information with knowledge of self and career clusters to		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1	CD A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. CD B. Students will employ strategies to achieve future	DOK Level – 2 DOK Level – 4

		identify occupations of interest. CD.7.B.10: Evaluate a variety of resources to aid in career exploration and planning now and in the future. CD.8.A.10: Analyze career and educational information to identify the most relevant resources for specific career options. CD.7.B.11: Utilize a variety of resources to aid in career exploration and planning. CD.8.A.11: Synthesize career and educational information gathered from a variety of sources. CD.7.B.12: Utilize knowledge of career exploration and planning to adapt		L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8 RST.9-10.3 RST.9-10.4 RST.9-10.7 RST.11-12.3 RST.11-12.4 RST.11-12.7	career goals with success and satisfaction. CD C. Students will understand the relationship between training and the world of work.	DOK Level – 4 DOK Level 4 DOK Level 3 DOK Level 4 DOK Level 4

		to new career and educational opportunities as the world of work and technology changes. CD.8.A.12: Utilize career and educational information in career decision-making.				DOK Level 4
2. The student will utilize career information from a variety of resources to identify educational requirements, average salary, and outlook for a job from 3 of the 16 Career Clusters.		CD.7.B.09 CD.8.A.09 CD.7.B.10 CD.8.A.10 CD.7.B.11 CD.8.A.11 CD.7.B.12 CD.8.A.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8	CD A CD B CD C	DOK Level – 2 DOK Level – 4 DOK Level – 4 DOK Level - 4 DOK Level - 3 DOK Level - 4 DOK Level – 4 DOK Level – 4

				WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8 RST.9-10.3 RST.9-10.4 RST.9-10.7 RST.11-12.3 RST.11-12.4 RST.11-12.7		
3. The student will complete a job shadowing experience.		CD.7.B.09 CD.8.A.09 CD.7.B.10 CD.8.A.10 CD.7.B.11 CD.8.A.11 CD.7.B.12 CD.8.A.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8 RST.9-10.3 RST.9-10.4	CD A CD B CD C	DOK Level – 2 DOK Level – 4 DOK Level – 4 DOK Level - 4 DOK Level - 3 DOK Level - 4 DOK Level – 4 DOK Level – 4

				RST.9-10.7 RST.11-12.3 RST.11-12.4 RST.11-12.7		
4. The student will write one essay on his/her career interest.		CD.7.B.09 CD.8.A.09 CD.7.B.10 CD.8.A.10 CD.7.B.11 CD.8.A.11 CD.7.B.12 CD.8.A.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8 RST.9-10.3 RST.9-10.4 RST.9-10.7 RST.11-12.3 RST.11-12.4 RST.11-12.7	CD A	DOK Level – 2 DOK Level – 4 DOK Level – 4 DOK Level - 4 DOK Level - 3 DOK Level - 4 DOK Level – 4 DOK Level – 4
ASSESSMENT DESCRIPTIONS*:						

The summative assessment for all units in the High School Career Development Strand is the "The Ultimate Career Development Experience for Seniors" (Unit 6). Students will create a media presentation chronicling their present career journey and showcasing this presentation to ninth grade students. Counselor and teacher will evaluate the presentation.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	_____ Direct __x__ Indirect __x__ Experiential __x__ Independent study _____ Interactive Instruction
1 2 3 4	**See:** Lesson 1 Grade 9 Career Interest Inventory Lesson 2 Grade 10 Investigating Career Resources Lesson 3 Job Shadowing Lesson 4 What Do They Do?
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	**See:** Lesson 1 Grade 9 Career Interest Inventory Lesson 2 Grade 10 Investigating Career Resources Lesson 3 Job Shadowing Lesson 4 What Do They Do?

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

					_____ 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 3 Title: Respecting All Work **Grade Level:** 9-12

Number of Lessons in Unit: 4

Time required for each lesson: 55-70 min.

Best time of year to implement this Unit: Throughout school year

Lesson Titles:

Grade 9
Lesson #1: How I Relate to Others
Materials/Special Preparations Required:
Activity Sheet: "How I Relate to Others", A self-assessment inventory that explores the relationship between self and others and your skills in group activities.
Source: "The How I Relate to Others" is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (Missouri Department of Elementary and Secondary Education [MO DESE], 1980).

Grade 10
Lesson #2: Past, Present, Future (biography of your future)
Materials/Special Preparations Required:
Computers
Guidelines for completing the Biography activity
Materials to make timelines.
Source: The Biography activity is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (MO DESE, 1980).

Grade 11
Lesson #3: Peer Review of My School and Community Activities
Materials/Special Preparations Required:
Individual list of school and community activities.
Video on volunteerism (Community service agencies such as United Way, the Red Cross, Salvation Army, American Cancer Society are sources of information regarding volunteerism.)

Grade 12
Lesson #4: Who Does What?
Materials/Special Preparations Required
Myers/Briggs Type Indicator sheets -I/E; S/N; T/F; J/P
Do What You Are, by Paul D. Tieger & Barbara Barron (This lesson can be adapted using any Myers/Briggs Type Indicator materials)
10 Steps to Creating a Personal Career Plan - Worksheet

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

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Grade Level Expectations (GLEs):

CD.7.C.09: Analyze and evaluate school and community contributions as they relate to one's career and educational plan. (DOK Level – 4)

CD.7.C.10: Analyze and evaluate school and community contributions as they relate to life career goals. (DOK Level – 4)

CD.7.C.11: Identify the value of personal contributions to the world of work as a result of one's career choices. (DOK Level – 3)

CD.7.C.12: Respect all work as important, valuable, and necessary in maintaining a global society.

American School Counselor Association (ASCA)National Standard:

Career Development

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

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

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

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend an devaluate 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 source 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 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 4. Develop and apply strategies based on one's own experience in preventing or solving problems 5. Evaluate the processes used in recognizing and solving problems 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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	3. Analyze the duties and responsibilities of individuals in societies 6. 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 including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues of ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

What skills are necessary for the most effective interaction within group situations?
How do people decide what to do with their lives?
How can an individual make a difference?
How can a person contribute to the well-being and betterment of the local and global society?
What careers are important in maintaining a global society?

Unit Measurable Learning Objectives:

The student will identify five positive skills that enhance school and community contributions as they relate to a career and educational plan.
The student will identify five positive skills that enhance school and community contributions as they relate to life-long goals.
The student will list three activities he/she is involved in that make positive contributions to a global society.
Students will show they understand their own personality type and how it relates to career choice and personal/social relationships by group discussion and completing worksheet.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Structured Overview, Guided & Shared – reading, listening, viewing, thinking)
__X__ Indirect
__X__ Experiential
_____ Independent study (Learning Logs)
__X__ Interactive Instruction (Brainstorming, Interviewing)

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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 identify their personality types and discuss the value of each type in the world of work.

Brief Summary of Unit:

Through this Unit, students will have opportunities to better understand how they relate to others. They will compare their school and community activities with their career goals and project what their life may be like in the future. Students will convey their understanding of exploration and planning in the achievement of their life career goals.

Unit Goals and Objectives:

The student will respect all work as important, valuable and necessary in maintaining a viable global society.
The student will understand social responsibility as it relates to the personal contributions one can make to society through one's work and non-work activities.

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

Concept of the manner in which they relate to others
Understanding "respect" as it relates to people we don't know (e.g., workers in another part of our world).
An understanding of the term "global society"
Computer skills for research and composition of presentation.

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Unit 4 Title: Respect for All Work

Lesson Title: Who Does What? **Lesson:** 4 of 4

Grade Level: 12

Length of Lesson: 55-70 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CG7 Applying career exploration and planning skills in the achievement of life career goals.

Grade Level Expectation (GLE):
CD.7.C.12: Respect all work as important, valuable, and necessary in maintaining a global society.

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

A. Students will acquire the knowledge, attitude, 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)

Myers/Briggs Type Indicator sheets -I/E; S/N; T/F; J/P

Do What You Are, by Paul D. Tieger & Barbara Barron (This lesson can be adapted using any Myers/Briggs Type Indicator materials)

10 Steps to Creating a Personal Career Plan - Worksheet

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communications techniques to the job search and to the workplace 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based o ways others have prevented or solved problems

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X	Goal 4: Make decisions and act as responsible members of society 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 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	3. Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

Students will show they understand their own personality type and how it relates to career choice and personal/social relationships by group discussion and completing worksheet.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will identify their personality types and discuss the value of each type in the world of work.

Lesson Preparation

Essential Questions:
What careers are important in maintaining a global society?

Engagement (Hook):
Go through the 4 areas (I/E; S/N; T/F; J/P) of the Myers/Briggs Type Indicator and have students stand on a line where they feel they fit. Put the continuum on the board.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
Instructor Procedures:	
1. Counselor hands out books and asks students to read through each characteristic and make sure they came up with the correct personality type.	1. Students will read page 10-30 to verify their type and write their type on their worksheet. They will plot their type on the board using the chart on page 67. (May use a large piece of paper and record several classes on one with students writing their names.)
2. Counselor may record each student's type while students read about their type.	2. Students will read about their particular type/temperament. (Pages 32-64)
3. Counselor will lead a discussion on types, using the plotted types on the board.	3. Students will declare their types/temperaments.
4. Counselor will review the material in chapter 6 that will explain the behavior of each type.	4. Students will listen and read along.
5. Counselor will instruct students on how to fill out the "10 Steps to Creating a Personal Career Plan" worksheet.	5. Students fill out worksheet and return to counselor.
6. Counselor will make copies of worksheets and return originals to students.	6. Students will be able to sign up for a small group of their type to discuss career options if interested.
7. Conduct a discussion on how all personality types and careers are valuable in a global society.	7. Students participate in discussion.

Teacher Follow-Up Activities

Teacher may choose to use the information about students' personality types to group students for future group projects.

Counselor reflection notes (completed after the lesson)

Counselor will collect worksheets and make copies for the student's portfolio and return originals to the student for their career research. Give the students time to research and return to the class to discuss any findings. Meet individually with students who are still having difficulties narrowing it down or making a decision.

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10 Steps to Creating a Personal Career Plan

Adapted from Tieger & Barron (2007) Do What You Are

Your Name: _____ **Your Type : _____**

Step 1-Varifying Type-List 2 Key words phrases that are true about you and give an example of why. List one blind spot true about you and why. (Chapter 3)

Truth: _____ Example: _____
Truth: _____ Example: _____
Blind Spot: _____ Example: _____

Step 2-Go to your Type Chapter and look at the work related (WR) strengths and weaknesses. Choose 2 (of each) you feel you have and list them below with examples of how you have used them in the past.

WR Strength: _____ Example: _____
WR Strength: _____ Example: _____
WR Weakness: _____ Example: _____
WR Weakness: _____ Example: _____

Step 3-Review your type's Important Criteria for Career Satisfaction then choose the top 5 for you from this list and write them below in rank order from most important as 1 to least 5.

1) _____
2) _____
3) _____
4) _____
5) _____

Step 4-Using your current job or a past job you enjoyed write a situation, on the lines below, of how one of your top 5 (in Step 3) Satisfiers was met.

Situation: _____
_____
_____
_____
_____

Step 5-What interests you? Think about your strongest interests like hiking, running, writing or more general interests such as music or business. In either case, identify those things you enjoy so much you would do them for free (if you could afford to). List below.

_____ _____ _____
_____ _____ _____

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Step 6-Skills-Review the skills listed on page 355. Pick you top 3 skills and give examples of why you think so.

Skill _____ **Example**_____
Skill _____ **Example**_____
Skill _____ **Example**_____

Step7-Careers to Consider-Refer to the Popular Occupations section of your type then list any career that interests you (even if they're not on the list). List at least 5. Briefly note what appeals to you about each.

1) _____
2) _____
3) _____
4) _____
5) _____

Step 8-Evaluating Your Career Options-Analyze each career above asking yourself the following questions:

How well does it make use of my best skills and abilities?
How well does it make use of my work related strengths? (Step 2)
How well does it meet my top 3 criteria for career satisfaction? (Step 3)

Record your observations below:

_____
_____
_____
_____

Step 9-Research Your Potential Career-Learn as much as you can. List below questions you have about the career you have chosen. The following are tips to finding out the answer to your questions. Make note of one thing you will do to find out more about the career you have chosen.

_____**?**
_____**?**

- ✓ **Interview people already in the job.**
- ✓ **Contact local colleges to find out programs in this field. Cost? Time?**
- ✓ **Use Internet to research this career in different companies.**
- ✓ **Investigate geographical information, where the jobs are located.**

Step 10-Develop a Customized Job Search Plan-Using the Internet, take this information about your type and find out more about the careers that interest you. (Pages 358-359 give examples of how to get started).
Research Career Options, Learn About Specific Companies, Locate Job Opportunities, Identify Educational Training, Network, Prepare and Post Resume……(You have a good start. Step 10 is on your own!)

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E

Extroverts

Are energized by being with others

Like being the center of attention

Act, then think

Tend to think out loud

Are easy to “read” or know; share personal information freely

Talk more than listen

Communicate with enthusiasm

Respond quickly; enjoy a fast pace

Prefer breadth to depth

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I

Introverts

Are energized by spending time alone

Avoid being the center of attention

Thinks things through inside their heads

Are more private; prefer to share personal information with a select few

Listen more than talk

Keep their enthusiasm to themselves

Respond after taking the time to think things through; enjoy a slower pace

Prefer depth to breadth

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S

Sensors

Trust what is certain and concrete

Like new ideas only if they have a practical application

Value realism and common sense

Like to use and hone established skills

Tend to be specific and literal; give detailed descriptions

Present information in a step-by-step manner

Are oriented to the present

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N

Intuitives

Trust inspiration and inference

Like new ideas and concepts for their own sake

Value imagination and innovation

Like to learn new skills; get bored easily after mastering skills

Tend to be general and figurative; use metaphors and analogies

Present information in leaps, in a roundabout manner

Are oriented toward the future

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T

Thinkers

Step back; apply impersonal analysis to problems

Value logic, justice, and fairness; one standard for all

Naturally see flaws and tend to be critical

May be seen as heartless, insensitive, and uncaring

Consider it more important to be truthful than to be tactful

Believe feelings are valid only if they are logical

Are motivated by a desire for achievement and accomplishment

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F

Feelers

Step forward; consider the effect of actions on others

Value empathy and harmony; see the exception to the rule

Naturally like to please others

May be seen as overemotional, illogical, and weak

Consider it important to be tactful as well as truthful

Believe any feeling is valid

Are motivated by the desire to be appreciated

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J

Judgers

Are happiest after decisions have been made

Have a “work ethic”: work first play later (if there is time)

Set goal and work toward achieving them on time

Prefer knowing what they are getting into

Product oriented (emphasis is on completing the task)

Derive satisfaction from finishing projects

See time as a finite resource and take deadlines very seriously

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P

Perceivers

Happiest leaving their options open

Have play ethic; enjoy now, finish later (if there is time)

Change goals as new information becomes available

Like adapting to new situations

Process oriented (emphasis is on how the task is completed)

Derive satisfaction from starting projects

See time as a renewable resource and deadlines as elastic

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COURSE INTRODUCTION:

Career Development

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

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

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

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

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

Applying skills for college and career readiness and success.

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

UNIT DESCRIPTION: Respecting All Work Through this Unit, students will have opportunities to better understand how they relate to others. They will compare their school and community activities with their career goals and project what their life may be like in the future. Students will convey their understanding of exploration and planning in the achievement of their life career goals.	**SUGGESTED UNIT TIMELINE:**4 Lessons **CLASS PERIOD (min.)**: 55-70 each lesson

ESSENTIAL QUESTIONS:

1. How do people get along?
2. How do people decide what to do with their lives?
3. How can a person make a contribution to the well-being and betterment of the local and global society?

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 positive skills that enhance school and community contributions as they relate to a career and educational plan.		CD.7.C.09: Analyze and evaluate school and community contributions as they relate to one's career and educational plan. CD.7.C.10: Analyze and evaluate school and community contributions as they relate to life career goals. CD.7.C.11:		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	CD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. CD B: Students will employ strategies to achieve future career goals with success and satisfaction.	DOK Level – 4 DOK Level – 4

		Identify the value of personal contributions to the world of work as a result of one's career choices. CD.7.C.12: Respect all work as important, valuable, and necessary in maintaining a global society.		L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8	CD C: Students will understand the relationship between training and the world of work.	DOK Level – 3
2. The student will identify five positive skills that enhance school and community contributions as they relate to life-long goals.		CD.7.C.09 CD.7.C.10 CD.7.C.11 CD.7.C.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5	CD A CD B CD C	DOK Level – 4 DOK Level – 4 DOK Level – 3 DOK Level - 4

				L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8		
3. The student will list three activities he/she is involved in that make positive contributions to a global society.		CD.7.C.09 CD.7.C.10 CD.7.C.11 CD.7.C.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8	CD A CD B CD C	DOK Level – 4 DOK Level – 4 DOK Level – 3 DOK Level - 4
4. Students will show they understand their own personality type and how it relates to career choice and personal/social relationships by group		CD.7.C.09 CD.7.C.10 CD.7.C.11 CD.7.C.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7	CD A CD B CD C	DOK Level – 4 DOK Level – 4 DOK Level – 3 DOK Level - 4

discussion and completing worksheet.				W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8		

ASSESSMENT DESCRIPTIONS*:
Formative Assessment for this Unit includes: Completion of "How I Relate to Others" Activity sheet, development of a timeline of change, an autobiography, and a community and school activity list. "The Ultimate Career Development Experience for Seniors" (Unit 6) will provide students with the opportunity to convey their understanding of career exploration and planning in the achievement of life career goals.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x___ Direct __x__ Indirect __x__ Experiential

	_____ Independent study __x__ Interactive Instruction
1 2 3 4	See: Lesson 1: How I Relate to Others Lesson 2: Past, Present, Future (biography of your future) Lesson 3: Peer Review of My School and Community Activities Lesson 4: Who Does What?
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	See: Lesson 1: How I Relate to Others Lesson 2: Past, Present, Future (biography of your future) Lesson 3: Peer Review of My School and Community Activities Lesson 4: Who Does What?

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

UNIT RESOURCES:

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

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

Unit 1 Title: Getting a Job **Grade Level:** 9-12

Number of Lessons in Unit: 5

Time Required for Each Lesson: 55-70 min

Lesson Titles:

Grade 9

Lesson #1: Career Portfolio

Material/Special Preparations Required:

Career portfolio format for each student. This may be done within a computer program or created by the counselor.

Grade 10

Lesson #2: Personal Code of Ethics

Material/Special Preparations Required:

Code of Ethics worksheets

Personal Code of Ethics Activity Sheet

School Discipline Policy (or other school policy documents that provide guidelines for student behavior.

Copies of Ethical Standards for a variety of professions (e.g. American Counseling Association, American School Counselor Association, American Medical Association, Hippocratic Oath) [The ethical standards may be available from the websites of professional organizations.]

Lesson #3: Completing Applications

Material/Special Preparations Required:

An example of a poorly completed application

Applications for post-secondary education/training institutions and programs and various employment opportunities for students to complete

Grade 11

Lesson #4: The Resume

Material/Special Preparations Required:

Samples of resumes (strive to obtain actual resumes that are acceptable and non-acceptable to use as examples. Names omitted.

Resume worksheet

Grade 12

Lesson #5: The Ultimate Senior Career Project

Material/Special Preparations Required:

Students' career portfolio information that has been accumulated over the last 4 years

Classroom equipped with technology*

*The use of appropriate computer training and access to compatible computer and media equipment is essential for the success of this activity

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Sample Creative Media Presentation Expectations

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

Grade Level Expectations (GLEs):

CD.9.A.09: Identify situations which would compromise ethical habits in school or work situations. (DOK Level – 3)
CD.9.B.09: Identify and refine the job-seeking skills needed to apply for volunteer or part-time jobs in the community. (DOK Level – 3)
CD.9.A.10: Identify the steps which can be used to resolve ethical issues related to school or work situations. (DOK Level – 3)
CD.9.B.10: Compare and contrast the post-secondary application process to the job application process. (DOK Level – 3)
CD.9.A.11: Demonstrate the steps which can be used to resolve ethical issues related to school or work situations. (DOK Level – 3)
CD.9.B.11: Refine and utilize a portfolio, which may be used for a variety of post-secondary opportunities. (DOK Level – 3)
CD.9.A.12: Apply personal, ethical, and work habit skills that contribute to job success. (DOK Level - 4)
CD.9.B.12: Utilize appropriate job-seeking skills to obtain employment. (DOK Level - 4)

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

B. Students will employ strategies to achieve future career goals with success and satisfaction.
C. Students will understand the relationship between training and the world of work.

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend an devaluate 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 source 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Develop and apply strategies based on one's own experience in preventing or

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	solving problems 2. Evaluate the processes used in recognizing and solving problems 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. 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 (including grammar, usage, punctuation, spelling, capitalization,) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues of ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

What is a portfolio? What are the benefits of having a portfolio?
How do people share their strengths and skills with others?
What are ethics?
What guides us when we don't know what to do in a difficult situation?
Why is it important to have ethical values on the job?
How do people share their strengths and skills with others?
Why is it important for people to know how to advocate their personal strengths for career success?

Unit Measurable Learning Objectives:

The students will gather five items for a portfolio to be used in job seeking.
The student will complete a personal code of ethics form.
The student will complete an advocacy plan to develop a school policy for an ethical school culture.
The student will apply knowledge of self to development information to be used for post-secondary applications.
The student will integrate career knowledge and self-knowledge into a resume.
The student will design a presentation utilizing the knowledge gained about his/her educational plans and career choice highlighting his/her strengths to promote himself/herself for the world of work.

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Unit Instructional Strategies/Instructional Activities:

_____Direct (Structured Overview, Guided & Shared – reading, listening, viewing, thinking)
_____ Indirect
_____Experiential
_____Independent study (Learning Logs)
__X__Interactive Instruction (Brainstorming, Interviewing)

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 summative assessment for all units in the high school career development strand is **The Ultimate Experience for Seniors.** Students will create a media presentation chronicling their present career journey and showcasing their presentation to ninth grade students.

Brief Summary of Unit:

This unit addresses the concept of being a valued employee or employer – acting ethically and responsibly in any work environment. This unit will provide students with information and skills to resolve ethical issues in school and work situations as well as the skills actively seek and obtain employment.

Unit Goals and Objectives:

Students will apply personal, ethical and work habit skills, which contribute to job success and utilize appropriate job-seeking skills to obtain employment.

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

Ability to use computers for research, to develop portfolios and resumes and to compose presentations.

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Unit 1 Title: Getting a Job

Lesson Title: The Ultimate Senior Career Project **Lesson:** 5 of 5

Grade Level: 12

Length of Lesson: 2 Sessions of 55-70 minutes each

Missouri Comprehensive Guidance and Counseling Big Ideas:

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

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

CG 9 Applying Skills for College and Career Readiness Success.

Grade Level Expectations (GLEs):

CD.9.A.12: Apply personal, ethical, and work habit skills that contribute to job success.

CD.9.B.12: Utilize appropriate job-seeking skills to obtain employment.

American School Counselor Association (ASCA) National Standard:

Career Development

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

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

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

Materials (include activity sheets and/ or supporting resources)

Students' career portfolio information that has been accumulated over the last 4 years
Classroom equipped with technology*
*The use of appropriate computer training and access to compatible computer and media equipment is essential for the success of this activity
Sample Creative Media Presentation Expectations

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

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 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

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X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 7. Use technological tools to exchange information and ideas
X	Goal 3: recognize and solve problems 1. develop and apply strategies based on one's own experience in preventing or solving problems 2. evaluate the processes used in recognizing and solving problems 8. assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Identify problems and define their scope and elements 3. Develop and apply strategies based on one's own experience in preventing or solving problems 8. Assess costs, benefits and other consequences of proposed solutions

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues of ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Enduring Life Skill(s)

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

Lesson Measurable Learning Objective:

The student will design a presentation utilizing the knowledge gained about his/her educational plans and career choice highlighting his/her strengths to promote himself/herself for the world of work.

Lesson Formative Assessment (acceptable evidence)

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

Students will be assessed/evaluated by their ability to convey their understanding of career

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exploration and planning in the achievement of life career goals. The activity they produce will be evaluated/graded by counselor and/or teacher based on quality of presentation.

Lesson Preparation

Essential Questions:
Why is it important for people to know how to advocate their personal strengths for career success?

Engagement (Hook):
Show a popular commercial. Discuss how they were marketing a product and explain that in this activity they will be marketing themselves.
Note: Instructor will need to develop a handout of expectations for media project. See *Sample Creative Media Project Expectations.*

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor provides instructions for developing a creative media presentation (will need to outline expectations for the presentation) chronicling student's present career journey which upon completion they will present to 9th grade students.	1. Students have the opportunity of collaborating with others with the understanding that the final project is an individual endeavor.
2. Counselor provides students with projects/activities previously utilized in the career development strand, work completed by student over their high school tenure, and the expectations of media project (see *Sample Creative Media Project Expectations*).	2. Students will work on project by using provided archived materials.
3. Counselor provides students with access to computers, media, and other resources needed to enhance student media projects.	3. Students will continue towards completion of their senior project by using computers and other media resources.
4. Counselor will provide opportunities for shared learning.	4. Students will create a media presentation chronicling their present career journey (may need additional classroom time to complete)

Teacher Follow-Up Activities

Show completed projects to the class and/or underclassmen.

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Counselor reflection (included after the lesson)

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SAMPLE:
CREATIVE MEDIA PRESENTATION EXPECTATIONS

1. Identifying information
2. Education
3. School involvement activities
4. Employment
5. Hobbies/activities
6. Special skills

Note: Instructor may want to outline a time limit, any media restrictions, and school media policy.

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COURSE INTRODUCTION:

Career Development

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

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

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

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

UNIT DESCRIPTION: Getting a Job This unit addresses the concept of being a valued employee or employer – acting ethically and responsibly in any work environment. It will provide students with information and skills to resolve ethical issues in school and work situations as well as the skills actively seek and obtain employment.	**SUGGESTED UNIT TIMELINE:** 5 Lessons **CLASS PERIOD (min.):** 55-70 minutes each

ESSENTIAL QUESTIONS:

1. What is a portfolio? What are the benefits of having a portfolio?
2. How do people share their strengths and skills with others?
3. What are ethics?
4. What guides us when we don't know what to do in a difficult situation?
5. Why is it important to have ethical values on the job?
6. How do people share their strengths and skills with others?
7. Why is it important for people to know how to advocate their personal strengths for career success?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The students will gather five items for a portfolio to be used in job seeking.		CD.9.A.09: Identify situations which would compromise ethical habits in school or work situations. CD.9.B.09: Identify and refine the job-seeking skills needed to apply for volunteer or part-time jobs in the community. CD.9.A.10: Identify the steps which can be used to resolve ethical issues related to school or work situations.		Sl.9-10.1 Sl.9-10.4 Sl.9-10.6 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	C D B. Students will employ strategies to achieve future career goals with success and satisfaction. CD C. Students will understand the relationship between training and the world of work.	DOK Level – 3 DOK Level – 3 DOK Level – 3

		CD.9.B.10: Compare and contrast the post-secondary application process to the job application process. CD.9.A.11:: Demonstrate the steps which can be used to resolve ethical issues related to school or work situations. CD.9.B.11: Refine and utilize a portfolio, which may be used for a variety of post-secondary opportunities. CD.9.A.12.: Apply personal, ethical, and work habit skills that contribute to job success. CD.9.B.12: Utilize appropriate job-seeking skills to obtain employment.				DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 4 DOK Level - 4
2. The student will complete a personal code of ethics form.		CD.9.A.09 CD.9.B.09 CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12.		Sl.9-10.1 Sl.9-10.4 Sl.9-10.6 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	CD B CD C	DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 4 DOK Level – 4
3. The student will complete an advocacy plan		CD.9.A.09 CD.9.B.09		Sl.9-10.1 Sl.9-10.4	C D B CD C	DOK Level – 3 DOK Level – 3

to develop a school policy for an ethical school culture.		CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12		Sl.9-10.6 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6		DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 4 DOK Level – 4
4. The student will apply knowledge of self to development information to be used for post-secondary applications.		CD.9.A.09 CD.9.B.09 CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12		Sl.9-10.1 Sl.9-10.4 Sl.9-10.6 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	C D B CD C	DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 4 DOK Level – 4
5. The student will integrate career knowledge and self-knowledge into a resume.		CD.9.A.09 CD.9.B.09 CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12		W.11-12.4 W.11-12.5 W.11-12.6 SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	C D B CD C	DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 4 DOK Level – 4
6. The student will design a presentation utilizing the knowledge gained about his/her educational plans and career choice highlighting his/her strengths to promote himself/herself for the world of work.		CD.9.A.09 CD.9.B.09 CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12		Sl.9-10.1 Sl.9-10.4 Sl.9-10.6 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	C D B CD C	DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 4 DOK Level – 4
ASSESSMENT DESCRIPTIONS*:						

The summative assessment for all units in the high school career development strand is **The Ultimate Experience for Seniors**. Students will create a media presentation chronicling their present career journey and showcasing their presentation to ninth grade students.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X___ Direct __X___ Indirect __X___ Experiential __X___ Independent study __x__ Interactive Instruction
1 2 3 4 5 6	See Lessons: Lesson #1: Career Portfolio (Grade 9) Lesson #2: Personal Code of Ethics (Grade 10) Lesson #3: Completing Applications (Grade 10) Lesson #4: The Resume (Grade 11) Lesson #5: The Ultimate Senior Career Project (Grade 12)X
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4 5 6	See Lessons: Lesson #1: Career Portfolio (Grade 9) Lesson #2: Personal Code of Ethics (Grade 10) Lesson #3: Completing Applications (Grade 10) Lesson #4: The Resume (Grade 11) Lesson #5: The Ultimate Senior Career Project (Grade 12)X

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching (Ls. 3) _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion (Ls. 3, 4) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling (Ls. 5) _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages (Ls. 3) _____ Correspondence Lessons _____ Learning Contracts _____ Homework	_____ Debates _____ Role Playing _____ Panels __x___ Brainstorming (Ls. 1) _____ Peer Partner Learning (Ls. 4) __x___ Discussion (Ls. 2) _____ Laboratory Groups __x___ Think, Pair, Share (Ls. 2) __x___ Cooperative Learning

				_____ Research Projects (Ls. 5) _____ Assigned Questions _____ Learning Centers	(Ls. 2) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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