

**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:**

9<sup>th</sup> 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

10<sup>th</sup> Grade Lesson # 2: Positive Self Talk

Materials/Special Preparations Required:

Mirror

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

11<sup>th</sup> Grade: Lesson # 3: Assessing Self-Concept

Materials/Special Preparations Required:

Scale

Weights

*My Self Concept Report Card*

12<sup>th</sup> 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)

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)
<b>American School Counselor Association (ASCA) National Standard:</b>	
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	

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:**

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

**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

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?

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.

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<ol style="list-style-type: none"> <li>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.</li> <li>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 9<sup>th</sup> 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.</li> <li>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.</li> <li>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</li> </ol>	<ol style="list-style-type: none"> <li>1. Students write characteristics on the sticky notes and place on the appropriate human body outline.</li> <li>2. Students complete the self-concept checklist. Discuss what indicates positive or negative self-concepts.</li> <li>3. Students will complete the “Improving Your Self-Concept” worksheet. Discuss ways for developing or maintaining a positive self-concept.</li> <li>4. Students respond to questions. Discuss benefits to joining clubs. Checkmark or circle clubs they may be interested in joining.</li> </ol>

<p>be interested in learning more information about or joining.</p> <p>5. Discuss students' thoughts after computing worksheets to help understand that all students have strengths and weaknesses. Pass out Roles: <i>How do They Impact Me and for What Am I Responsible</i> worksheet.</p>	<p>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.</p>
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**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)**

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?

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: \_\_\_\_\_

\_\_\_\_\_

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 \_\_\_\_\_

\_\_\_\_\_

**COURSE INTRODUCTION:**

**Personal/Social Development**

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

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

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

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

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

**Applying personal safety skills and coping strategies.**

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

<p><b>UNIT DESCRIPTION:</b> Who Am I And How Do I Fit Into The World?</p> <p>The maintenance action plan provides students with an activity to show their previous years of personal growth and a plan to maintain positive growth.</p>		<p><b>SUGGESTED UNIT TIMELINE:</b> 4 Lessons  <b>CLASS PERIOD (min.):</b> 50 minutes each</p>						
<p><b>ESSENTIAL QUESTIONS:</b>                  Who are you? And what makes a person fit into his or her world?</p>								
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS						
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK		
<p>1. The student will 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.</p>		<p>PS.1.A.09:                      Develop skills needed to maintain a positive self-concept.</p>		<p>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>	<p>P/SD A.                      Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.</p>	<p>Level 2</p>		
		<p>PS.1.B.09:                      Recognize increased roles and responsibilities of the individual within the family, school, and local community.</p>					<p>P/SD B.                      Students will make decisions, set goals and take necessary action to achieve goals.</p>	<p>Level 2</p>
		<p>PS. 1.C.09                      Identify activities the individual might participate in to become a contributing member of the</p>						<p>Level 3</p>

		<p>school community.</p> <p>PS. 1.A.10: Implement skills necessary to exhibit and maintain a positive self-concept.</p> <p>PS.1.B.10: Prioritize roles and responsibilities and implement strategies to balance family, school, work, and local communities.</p> <p>PS.1.C.10: Identify and participate in activities that help the individual student become a contributing member of the global community.</p> <p>PS.1.A.11: Practice and modify the</p>				<p>Level 3</p> <p>Level 3</p> <p>Level 3</p> <p>Level 3</p>
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		<p>skills necessary to exhibit and maintain a positive self-concept.</p> <p>PS.1.B.11: Identify and utilize resources to help balance family, school, work, and local community roles.</p> <p>PS.1.C.11: Build upon activities and experiences that help the individual student become a contributing member of a global community.</p> <p>PS. 1.A.12: Utilize the skills necessary to exhibit and maintain a life-long positive self-concept.</p>				<p>Level 3</p> <p>Level 3</p> <p>Level 4</p>
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		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
<b>ASSESSMENT DESCRIPTIONS*:</b> 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.						
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3 4	See Lessons: 9 <sup>th</sup> Grade Lesson 1 Juggling New Opportunities 10 <sup>th</sup> Grade Lesson 2 Positive Self Talk 11 <sup>th</sup> Grade Lesson 3 Assessing Self-Concept 12 <sup>th</sup> Grade Lesson 4 My Action Plan					
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>					
1 2 3 4	See Lessons: 9 <sup>th</sup> Grade Lesson 1 Juggling New Opportunities 10 <sup>th</sup> Grade Lesson 2 Positive Self Talk 11 <sup>th</sup> Grade Lesson 3 Assessing Self-Concept 12 <sup>th</sup> Grade Lesson 4 My Action Plan					

<u>Direct:</u>	<u>Indirect:</u>	<u>Experiential:</u>	<u>Independent Study</u>	<u>Interactive Instruction</u>
<input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast Ls 1,2 <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<input checked="" type="checkbox"/> Problem Solving Ls 4 <input checked="" type="checkbox"/> Case Studies Ls. 4 <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion Ls 1,2,3 <input checked="" type="checkbox"/> Writing to Inform Ls 1,2,3,4 <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations Ls 3 <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input checked="" type="checkbox"/> Surveys Ls 4	<input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity <input type="checkbox"/> Packages <input type="checkbox"/> Correspondence Lessons <input checked="" type="checkbox"/> Learning Contracts Ls 4 <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming Ls 1,2,3 <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion Ls 1,2 <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
<p><b>UNIT RESOURCES: (include internet addresses for linking)</b></p> <p>Common Core State Standards (CCSS), accessed May 17, 2013, from <a href="http://www.corestandards.org/">http://www.corestandards.org/</a></p> <p>ASCA National Standards for Students (ASCA), accessed June 11, 2013, from <a href="http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf">http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</a></p>				

**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 9<sup>th</sup>-11<sup>th</sup>)

**Time Required for each lesson:** 30-45 minutes

**Best time of year to implement this Unit:** Anytime

**Lesson Titles:**

9<sup>th</sup> Grade: Lesson # 1 - The Clique

Materials/Special Preparations Required

Pens

Pencils

*The Clique* student handout

9<sup>th</sup> 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)

10<sup>th</sup> Grade: Lesson # 3 - Listening Exercise

Materials/Special Preparations Required

Pens

Pencils

*Listening Stems* activity sheet for each pair of students

10<sup>th</sup> 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](http://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

11<sup>th</sup> 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

11<sup>th</sup> 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

12<sup>th</sup> 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)

**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

		avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
X	Fine Arts	<ol style="list-style-type: none"> <li>1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts</li> <li>2. The principles and elements of different art forms</li> <li>3. The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts</li> <li>4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines</li> <li>5. Visual and performing arts in historical and cultural contexts</li> </ol>

**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:**

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

**Unit Summative Assessment (acceptable evidence):**

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

Students will 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

<p><b>Unit #1 Title:</b> Interacting With Others In Ways That Respect Individual and Group Differences</p> <p><b>Lesson Title:</b> The Clique <span style="float: right;"><b>Lesson 1 of 7</b></span></p> <p><b>Grade Level:</b> 9</p> <p><b>Length of Lesson:</b> 30 minutes</p> <p><b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> PS.2: Interacting With Others In Ways That Respect Individual and Group Differences</p> <p><b>Grade Level Expectations (GLEs):</b> 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</p> <p><b>American School Counselor Association (ASCA) National Standard:</b> 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.</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>Pens Pencils <i>The Clique</i> student handout</p>
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**Show Me Standards: Performance Goals (check one or more that apply)**

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>6. Discover and evaluate patterns and relationships in information, ideas and structures</p> <p>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>2. Review and revise communications to improve accuracy and clarity</p> <p>3. Exchange information, questions and ideas while recognizing the perspectives of others</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>1. Identify problems and define their scope and elements</p> <p>2. Develop and apply strategies based on ways others have prevented or solved problems</p> <p>3. Develop and apply strategies based on one’s own experience in preventing or solving problems</p> <p>4. Evaluate the processes used in recognizing and solving problems</p> <p>5. Reason inductively from a set of specific facts and deductively from general premises</p> <p>6. Examine problems and proposed solutions from multiple perspectives</p> <p>7. Evaluate the extent to which a strategy addresses the problem</p>

X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions
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**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines 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.
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**Lesson Formative Assessment (acceptable evidence):**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• The setting (time, place, members of the clique)</li> <li>• Scenario (e.g. event describing the actions of the clique)</li> <li>• Overall thoughts, feelings, and any subsequent action as a result of the event</li> <li>• Advantages/Disadvantages of being a member of a clique</li> <li>• Advice to younger students regarding clique membership</li> </ul>
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**Lesson Preparation**

<p><b>Essential Questions:</b> What does it mean to utilize and accept personal responsibility in relationships with others?</p> <p><b>Engagement (Hook):</b> Instructor will read the story <i>The Clique</i> to students. (See attachment)</p>
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**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<ol style="list-style-type: none"> <li>1. Instructor distributes the story, <i>The Clique</i>, as a referral source for students.</li> <li>2. Instructor will lead a discussion by posing the following questions:                             <ul style="list-style-type: none"> <li>• From whose point of view is the story written?</li> <li>• How might the perspective of an outsider change the story?</li> <li>• What are the problems in the story?</li> <li>• Why does Joyce feel pressured by Wanda in her group?</li> <li>• Why did Joyce enjoy her friendship with Sandra at first?</li> <li>• Is it ok to want to be alone sometimes?</li> <li>• What is peer pressure?</li> <li>• Have you ever been in a similar situation? How did you handle it?</li> <li>• If Wanda were telling the story, what would she emphasize?</li> </ul> </li> <li>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).</li> </ol>	<ol style="list-style-type: none"> <li>1. Students refer to the story as needed</li> <li>2. Students will participate in discussion.</li> <li>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).</li> </ol>

**Teacher Follow-Up Activities**

<ul style="list-style-type: none"> <li>• Instructor reflects on how cliques have affected his/her life and leads discussion on how they have affected the lives of the students.</li> <li>• Classroom teacher is encouraged to be aware of cliques and to address issues of exclusivity.</li> </ul>
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**Counselor reflection notes (completed after the lesson)**

## *The Clique*

Joyce has just moved to the city and feels lucky that she has found a friend, Sandra. 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 Sandra 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?

**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

	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.**

	<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
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?”

**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:**

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.
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.

**Student Involvement/Instructional Activities:**

1. Have students set up a piece of writing paper in the same way as you (i.e. two columns)
2. Students will write the words or phrases in what they view at the appropriate column

<p>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.</p> <p>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.</p> <p>5. Instructor asks some of the following questions:</p> <ul style="list-style-type: none"> <li>• Are you happy with the master list that we have created? Do you see any changes you would like to make to the lists?</li> <li>• Are there terms that do not belong under the heading they are under? Are there any terms that might fit under both headings.</li> <li>• Is it fair to say that all men _____ or that all women _____?</li> </ul> <p>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.)</p> <p>7. Share the following phrases with students:</p> <ul style="list-style-type: none"> <li>• Men are better at math than women</li> <li>• All politicians are crooks</li> <li>• African-American men are the best basketball players.</li> <li>• Asian men are born to be scientists</li> </ul> <p>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</p>	<p>3. Students share their individual lists and brainstorm additional adjectives. A common consensus list will be developed by each team.</p> <p>4. Each group will share its consensus list</p> <p>5. Students will participate in the discussion.</p> <p>6. Students share their definitions of the meaning of stereotype.</p> <p>7. Students participate in discussions.</p>
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<p>generalizations about groups of people?</p> <p>8. Send students back to their small groups and ask them to come up with additional stereotypes about people they have heard.</p> <p>9. Bring class back together to share ideas. Write each stereotype on a sentence strip. Examples that you may see:</p> <ul style="list-style-type: none"> <li>• Computer kids are geeky.</li> <li>• Young kids are noisy.</li> <li>• If you wear glasses you are smart.</li> <li>• Poor people are lazy.</li> <li>• Women are better cooks than men.</li> <li>• Boys are more athletic than girls.</li> <li>• Asians excel in math and science.</li> <li>• Blondes are dumb.</li> <li>• Doctors are rich.</li> <li>• Tall people are great basketball players.</li> <li>• Native Americans live on reservations.</li> <li>• All Americans love baseball.</li> </ul> <p><b>Bursting Stereotypes</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• Hold up a balloon as the student calls on classmates to refute the stereotype.</li> <li>• Once satisfied that the stereotype has been blasted, pop the balloon with common pin(s).</li> </ul> <p style="text-align: center;"><b>Or</b></p> <ul style="list-style-type: none"> <li>• Instructor stands by the colorful balloon bulletin board.</li> <li>• Ask each student to read her or his sentence strip aloud and staple/tape it next to a balloon on the bulletin board.</li> </ul> <p>11. When task is complete, lead a class discussion about each stereotype.</p>	<p>8. Students write down additional stereotypes.</p> <p>9. Students share stereotypes and write each one on a sentence strip.</p> <p>10. Students will participate in activity.</p> <p>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.”</p>
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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)**

**COURSE INTRODUCTION:****Personal/Social Development**

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

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

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

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

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

**Applying personal safety skills and coping strategies.**

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

<p><b>UNIT DESCRIPTION: : Interacting With Others in Ways That Respect Individual and Group Differences</b>                  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.</p>		<p><b>SUGGESTED UNIT TIMELINE:</b> 7 Lessons (grades 9-12 )  <b>CLASS PERIOD (min.):</b> 30 – 45 minutes each</p>				
<p><b>ESSENTIAL QUESTIONS:</b>                  1. Why is it important to embrace diversity?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will write a reflection 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.		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.	Level 2
		PS.2.B.09: Explore cultural identity and world views within the community.		Level 2		
		PS.2.C.09: Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills.		Level 3		
					P/SD B. Students will make decisions, set goals and take necessary action to achieve goals.	
					P/SD C.	

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

		PS.2.C.11: Accept personal responsibility in conflict situations.				Level 4
		PS.2.A.12: Exhibit the interpersonal skills to maintain quality relationships.				Level 4
		PS.2.B.12 Advocate respect for individuals and groups.				Level 4
		PS.2.C.12: Utilize and accept personal responsibility in relationships with others.				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 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 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 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 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
<b>ASSESSMENT DESCRIPTIONS*:</b>						
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.						
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study					

	<input checked="" type="checkbox"/> Interactive Instruction				
1 2 3 4 5 6 7 8	See Lessons: 9 <sup>th</sup> Grade: Lesson 1 - The Clique 9 <sup>th</sup> Grade: Lesson 2 - Bursting Stereotypes 10 <sup>th</sup> Grade: Lesson 3 - Listening Exercise 10 <sup>th</sup> Grade: Lesson 4 - Origins: A simple word game (for use in human relations trainings) 11 <sup>th</sup> Grade: Lesson 5 - Using Negotiation to Settle Difficulties 11 <sup>th</sup> Grade: Lesson 6 - Diversity Day 12 <sup>th</sup> Grade: Lesson 7 - Managing Conflicts				
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>				
1 2 3 4 5 6 7 8	See Lessons: 9 <sup>th</sup> Grade: Lesson 1 - The Clique 9 <sup>th</sup> Grade: Lesson 2 - Bursting Stereotypes 10 <sup>th</sup> Grade: Lesson 3 - Listening Exercise 10 <sup>th</sup> Grade: Lesson 4 - Origins: A simple word game (for use in human relations trainings) 11 <sup>th</sup> Grade: Lesson 5 - Using Negotiation to Settle Difficulties 11 <sup>th</sup> Grade: Lesson 6 - Diversity Day 12 <sup>th</sup> Grade: Lesson 7 - Managing Conflicts				
	<b><u>Direct:</u></b> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input checked="" type="checkbox"/> Demonstrations Ls 5, 6 <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking Ls 4	<b><u>Indirect:</u></b> <input checked="" type="checkbox"/> Problem Solving Ls 5, 6, 7 <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion Ls 2, 4 <input checked="" type="checkbox"/> Writing to Inform Ls 8 <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<b><u>Experiential:</u></b> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations Ls 1,3 <input checked="" type="checkbox"/> Games Ls 4 <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing Ls 5 <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<b><u>Independent Study</u></b> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input checked="" type="checkbox"/> Journals Ls 1, 2, 3, 4 <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input checked="" type="checkbox"/> Research Projects Ls 8 <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<b><u>Interactive Instruction</u></b> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing Ls 5 <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input checked="" type="checkbox"/> Peer Partner Learning Ls 3 <input checked="" type="checkbox"/> Discussion Ls 3, 4, 5, 6, 7 <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving Ls 5, 6, 7 <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing

**UNIT RESOURCES: (include internet addresses for linking)**

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

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from  
[http://static.pdesas.org/content/documents/ASCA\\_National\\_Standards\\_for\\_Students.pdf](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 (2-9<sup>th</sup> grade lessons; 1 lesson each for 10<sup>th</sup> -12<sup>th</sup> grades)

**Time Required for each lesson:** 45-50 minutes

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

**Lesson Titles:**

9<sup>th</sup> 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.)

9<sup>th</sup> 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

10<sup>th</sup> Grade Lesson 3: Risk Taking Behaviors

Materials/Special Preparations Required

Video Presentation or Presenter about making healthy choices

*Presentation Review Assessment* worksheet

11<sup>th</sup> 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.)

12<sup>th</sup> 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

**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

		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:**

Direct (Lecture; Explicit Teaching; Demonstrations)  
 Indirect  
 Experiential (Simulations)  
 Independent Study (Learning Centers)  
 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?**

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

<p><b>Unit #1 Title:</b> Personal Safety Skills and Coping Strategies</p> <p><b>Lesson Title:</b> Safe and Healthy Life Choices (Part I)      <b>Lesson #</b> 1 of 5</p> <p><b>Grade Level:</b> 9</p> <p><b>Length of Lesson:</b> 45-50 minutes</p> <p><b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> PS.3: Applying Personal Safety Skills and Coping Strategies</p> <p><b>Grade Level Expectations (GLEs):</b> 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.</p> <p><b>American School Counselor Association National Standards (ASCA):</b> Personal Social Development C. Students will understand safety and survival skills</p>
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**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		

**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**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<ol style="list-style-type: none"> <li>1. Hand out <i>Safe and Healthy Life Choices</i> worksheet.</li> <li>2. Upon completion, counselor will facilitate discussion of responses.</li> <li>3. Review and provide resource materials from local agencies.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will complete the worksheet individually.</li> <li>2. Students will discuss responses in small groups and with the whole class.</li> <li>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.</li> </ol>

**Teacher Follow-Up Activities**

Teacher will refer student to appropriate resources with student concerns.

**Counselor reflection notes (completed after the lesson)**



<b>Unit 1 Title:</b> Personal Safety Skills and Coping Strategies	
<b>Lesson Title:</b> Safe and Healthy Life Choices (Part II)	<b>Lesson #</b> 2 of 5 (This lesson is a continuation of 9 <sup>th</sup> Grade Lesson 1)
<b>Grade Level:</b> 9	
<b>Length of Lesson:</b> 45-50 minutes	
<b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> PS.3: Applying Personal Safety Skills and Coping Strategies	
<b>Grade Level Expectations (GLEs):</b> 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.	
<b>American School Counselor Association (ASCA) National Standards:</b> 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 <i>Presentation Review Assessment</i> worksheet
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**Show Me Standards: Performance Goals (check one or more that apply)**

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

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
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
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**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Instructor Procedures/Instructional Strategies:</b>
<ol style="list-style-type: none"> <li>1. The counselor introduces presenter or video.</li> <li>2. Presenter informs students about the topic, or video is shown.</li> <li>3. Counselor will facilitate follow-up discussion.</li> <li>4. Counselor will distribute worksheets.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students listen to introduction of presenter or video and write questions they have or hope to answer through the presentation.</li> <li>2. Students will listen to presentation – or watch video – and and take notes.</li> <li>3. Students will participate in discussion in small groups.</li> <li>4. Students will complete worksheet.</li> </ol>

**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)**

## 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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## 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.

<b>UNIT DESCRIPTION:</b> 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.		<b>SUGGESTED UNIT TIMELINE:</b> 5 Lessons <b>CLASS PERIOD (min.):</b> 45 - 50 minutes each				
<b>ESSENTIAL QUESTIONS:</b> 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.			P/S D C: Students will understand safety and survival skills	Level 2
		PS.3.A.10: Utilize decision-making skills to evaluate risk-taking behavior.				Level 3
		PS.3.A.11: Analyze the impact of personal decisions on the safety and health of self and others				Level 4
		PS.3.A.12: Utilize decision-making skills to make safe and healthy life choices.				Level 4
		PS.3.B.09: Identify and utilize resources				Level 2

		<p>available to address personal safety issues.</p> <p>PS.3.B.10: Evaluate and review resources that address personal safety issues.</p> <p>PS.3.B.11: Demonstrate skills that reinforce a safe environment for all students.</p> <p>PS.3.B.12: Advocate for the personal safety of self and others.</p> <p>PS.3.C.09: Identify resources to help individuals cope with life changes or events.</p> <p>PS.3.C.10: Analyze and refine individual coping skills to manage life-changing events.</p> <p>PS.3.C.11: Apply individual coping skills to manage life-changing events.</p> <p>PS.3.C.12: Exhibit coping skills to manage life-changing events.</p>					<p>Level 3</p> <p>Level 4</p> <p>Level 4</p> <p>Level 2</p> <p>Level 3</p> <p>Level 3</p> <p>Level 4</p>
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<p>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.</p>		<p>PS.3.A.09 PS.3.A.10 PS.3.A.11 PS.3.A.12</p> <p>PS.3.B.09 PS.3.B.10 PS.3.B.11 PS.3.B.12</p> <p>PS.3.C.09 PS.3.C.10 PS.3.C.11 PS.3.C.12</p>			<p>P/S D C</p>	<p>Level 2 Level 3 Level 4 Level 4</p> <p>Level 2 Level 3 Level 4 Level 4</p> <p>Level 2 Level 3 Level 3 Level 4</p>
<p>3. The student will view and evaluate a presentation on the dangers of risky behavior and write three related questions to explore.</p>		<p>PS.3.A.09 PS.3.A.10 PS.3.A.11 PS.3.A.12</p> <p>PS.3.B.09 PS.3.B.10 PS.3.B.11 Ps .3.B 12</p> <p>PS.3.C.09 PS.3.C.10 PS.3.C.11 PS.3.C.12</p>			<p>P/S D C</p>	<p>Level 2 Level 3 Level 4 Level 4</p> <p>Level 2 Level 3 Level 4 Level 4</p> <p>Level 2 Level 3 Level 3 Level 4</p>

<p>4. The student will participate in and evaluate a presentation from an emergency response agency and write three related thoughts to explore.</p>		<p>PS.3.A.09 PS.3.A.10 PS.3.A.11 PS.3.A.12</p> <p>PS.3.B.09 PS.3.B.10 PS.3.B.11 Ps .3.B.12</p> <p>PS.3.C.09 PS.3.C.10 PS.3.C.11 PS.3.C.12</p>			<p>P/S D C</p>	<p>Level 2 Level 3 Level 4 Level 4</p> <p>Level 2 Level 3 Level 4 Level 4</p> <p>Level 2 Level 3 Level 3 Level 4</p>
<p>5. The student will participate in the planning of – and/or involvement in – a wellness fair.</p>		<p>PS.3.A.09 PS.3.A.10 PS.3.A.11 PS.3.A.12</p> <p>PS.3.B.09 PS.3.B.10 PS.3.B.11 PS.3.B 12</p> <p>PS.3.C.09 PS.3.C.10 PS.3.C.11 PS.3.C.12</p>			<p>P/S D C</p>	<p>Level 2 Level 3 Level 4 Level 4</p> <p>Level 2 Level 3 Level 4 Level 4</p> <p>Level 2 Level 3 Level 3 Level 4</p>
<p><b>ASSESSMENT DESCRIPTIONS:</b></p>						
<p>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.</p>						
<p><b>Obj. #</b></p>	<p><b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b></p>					
	<p><input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect</p>					

	<input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1	See Lessons:				
2	Lesson #1: Safe and Healthy Life Choices (Part 1)				
3	Lesson #2: Safe and Healthy Life Choices (Part 2)				
4	Lesson #3: Risk Taking Behaviors				
5	Lesson #4: Fatal Accident				
	Lesson #5: Community Wellness Fair				
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>				
1	See Lessons:				
2	Lesson #1: Safe and Healthy Life Choices (Part 1)				
3	Lesson #2: Safe and Healthy Life Choices (Part 2)				
4	Lesson #3: Risk Taking Behaviors				
5	Lesson #4: Fatal Accident				
	Lesson #5: Community Wellness Fair				
	<b>Direct:</b> _____ Structured Overview <input checked="" type="checkbox"/> Lecture (Ls. 1, 2, 3) <input checked="" type="checkbox"/> Explicit Teaching (Ls. 1, 2, 3) _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions <input checked="" type="checkbox"/> Demonstrations (Ls. 4) _____ Guided & Shared - reading, listening, viewing, thinking	<b>Indirect:</b> _____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	<b>Experiential:</b> _____ Field Trips _____ Narratives _____ Conducting Experiments <input checked="" type="checkbox"/> Simulations (Ls.4) _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	<b>Independent Study</b> _____ 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)	<b>Interactive Instruction</b> _____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups <input checked="" type="checkbox"/> Interviewing (Ls. 5) <input checked="" type="checkbox"/> Conferencing (Ls. 5)
<b>UNIT RESOURCES: (include internet addresses for linking)</b>					
Common Core State Standards (CCSS), accessed May 17, 2013, from <a href="http://www.corestandards.org/">http://www.corestandards.org/</a>					
ASCA National Standards for Students (ASCA), accessed June 11, 2013, from <a href="http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf">http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</a>					

**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:**

9<sup>th</sup> 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 [mzca@mvp.net](mailto:mzca@mvp.net) for copies

9<sup>th</sup> Grade Lesson 2: Making Your Own Master Calendar

Materials/Special Preparations Required:

School year calendar

Optional - Blank Calendar

10<sup>th</sup> 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](http://www.act.org/plan.index.html)

Information over the *PSAT* DVD presentation may found at

[www.collegeboard.com](http://www.collegeboard.com). Test Prep information may be downloaded from either website.)

10<sup>th</sup> Grade Lesson 4: Prioritizing Time

Materials/Special Preparations Required:

Student Planners/Calendars

Index cards

11<sup>th</sup> Grade Lesson 5: Progressing Toward Graduation

Materials/Special Preparations Required:

*Personal Plans of Study* and credit checks

12<sup>th</sup> 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

**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	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ul style="list-style-type: none"> <li>1. Develop questions and ideas to initiate and refine research</li> <li>4. Use technological tools and other resources to locate, select and organize information</li> <li>6. Discover and evaluate patterns and relationships in information, ideas and structures</li> <li>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</li> <li>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</li> </ul>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ul style="list-style-type: none"> <li>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</li> <li>6. Apply communication techniques to the job search and to the workplace</li> </ul>
X	<p>Goal 3: Recognize and solve problems</p> <ul style="list-style-type: none"> <li>2. Develop and apply strategies based on ways others have prevented or solved problems</li> <li>3. Develop and apply strategies based on one’s own experience in preventing or solving problems</li> </ul>

	<p>4. Evaluate the processes used in recognizing and solving problems</p> <p>6. Examine problems and proposed solutions from multiple perspectives</p> <p>8. Assess costs, benefits and other consequences of proposed solutions</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions</p> <p>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</p> <p>8. Explore, prepare for and seek educational and job opportunities</p>

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	<p>1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)</p> <p>4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)</p> <p>6. Participating in formal and informal presentations and discussions of issues and ideas</p>
X Mathematics	<p>3. Data analysis, probability and statistics</p> <p>6. Discrete mathematics (such as graph theory, counting techniques, matrices)</p>
X Social Studies	<p>7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)</p>
X Science	<p>7. Processes of scientific inquiry (such as formulating and testing hypotheses)</p>
	Health/Physical Education
	Fine Arts

**Unit Essential Questions:**

How do people develop habits?
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**Unit Measurable Learning Objectives:**

<p>The student will evaluate personal study skills, using the <i>Personal Study Skills and Habits Review Survey</i> and <i>Study Skills Tip Sheet</i>.</p> <p>The student will identify at least one study skill habit, which he/she views as a personal strength.</p> <p>The student also will identify at least one study skill habit to improve upon in order to reach his/her goals.</p> <p>The student will complete a personal master calendar for the current school year.</p> <p>Using standardized test score reports, the student will evaluate personal academic strengths and weaknesses.</p> <p>The student will list at least three ways he/she will use test information to improve academic skills and standardized test scores.</p> <p>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.</p>
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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:**

- Direct (Structured Overview, Compare & Contrast, Demonstrations)
- Indirect (Problem-Solving, Inquiry, Reflective Discussion, Writing to Inform, Concept Attainment)
- Experiential (Role-Playing, Surveys)
- Independent Study (Essays)
- 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 12<sup>th</sup> 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 12<sup>th</sup> 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.

<p><b>Unit #1 Title:</b> Learning for Life</p> <p><b>Lesson Title:</b> Study Skills Workshop <span style="float: right;"><b>Lesson:</b> 1 of 6</span></p> <p><b>Grade Level:</b> 9</p> <p><b>Length of Lesson:</b> 2 class periods</p> <p><b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> AD.4: Applying skills needed for educational achievement</p> <p><b>Grade Level Expectation (GLE):</b> AD.4.A.09: Review and build upon educational skills necessary to progress toward life-long learning goals.</p> <p><b>American School Counselor Association (ASCA) National Standard:</b> Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p><i>Personal Study Skills and Habits Review Survey</i>  <i>Study Skills Tip Sheet</i>  <i>MSCA Pointers for Students - Searching for Solutions: Improving Student Study-Skills</i> (Found at <a href="http://www.moschoolcounselor.org/publication_resources/pointer_for_parents">www.moschoolcounselor.org/publication_resources/pointer_for_parents</a> or call the Missouri School Counselor Association 1-800-264-6722 or email <a href="mailto:m sca@mvp.net">m sca@mvp.net</a> for copies.)</p>
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>6. Discover and evaluate patterns and relationships in information, ideas and structures</p> <p>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</p>
	<p>Goal 2: Communicate effectively within and beyond the classroom</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>3. Develop and apply strategies based on one’s own experience in preventing or solving problems</p>
	<p>Goal 4: Make decisions and act as responsible members of society</p>

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

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

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**

<p><b>Instructor Procedures/Instructional Strategies:</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>	<p><b>Student Involvement/Instructional Activities:</b></p> <ol style="list-style-type: none"> <li>Students will respond with their definition of a habit. Students will also offer examples of both positive and negative habits.</li> </ol>
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<ol style="list-style-type: none"> <li>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.</li> <li>3. The counselor will then pass out the <i>Personal Study Skills and Habits Review Survey</i>. Allow time for the students to complete both the survey and the questions at the end of the survey.</li> <li>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. <b>(NOTE:</b> This may need to be the start of the second day)</li> <li>5. Pass out the <i>Study Skills Tip Sheet</i>” 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 <i>Study Skills Tip Sheet</i> and highlight, underline or circle tips they will implement in order to successfully achieve their goals in high school.</li> <li>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</li> </ol>	<ol style="list-style-type: none"> <li>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)</li> <li>3. Students will complete the <i>Personal Study Skills and Habits Review Survey</i> and answer the questions at the end of the survey.</li> <li>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.</li> <li>5. Students should read over the <i>Study Skills Tip Sheet</i> and identify the tips they will begin using.</li> <li>6. Students will turn in their survey sheets to the counselor.</li> </ol>
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students' portfolios (or other storage system).	
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**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)**

## 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?			

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?

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

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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.

- 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.

### **Short Hand Tips:**

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.

### **Tips for Keeping Focused while Studying:**

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!

<p><b>Unit 1 Title:</b> Learning for Life</p> <p><b>Lesson Title:</b> Making Your Own Master Calendar <span style="float: right;"><b>Lesson:</b> Lesson 2 of 6</span></p> <p><b>Grade Level:</b> 9</p> <p><b>Length of Lesson:</b> 50 minutes</p> <p><b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> AD.4: Applying skills needed for educational achievement</p> <p><b>Grade Level Expectation (GLE):</b> AD.4.B.09: Review and build upon educational skills necessary to progress toward life-long learning goals.</p> <p><b>American School Counselor Association (ASCA) National Standard:</b> Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>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.</p>
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	<p>Goal 1: Gather, analyze and apply information and ideas 4. Use technological tools and other resources to locate, select and organize information</p>
	<p>Goal 2: Communicate effectively within and beyond the classroom</p>
X	<p>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</p>
X	<p>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</p>

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

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

	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**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
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.

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

## **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 8<sup>th</sup> 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.

<b>UNIT DESCRIPTION:</b> 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.		<b>SUGGESTED UNIT TIMELINE:</b> 6 (2 lessons each for grades 9, 10; 1 lesson each for grades 11, 12)  <b>CLASS PERIOD (min.):</b> 1 to 2 class periods				
<b>ESSENTIAL QUESTIONS:</b>  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 <i>Personal Study Skills and Habits Review Survey</i> and <i>Study Skills Tip Sheet</i> .		AD.4.A.09: Review and build upon educational skills necessary to progress toward life-long learning goals.		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.9-10.4 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
		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

		<p>AD.4.A.11: Consistently utilize educational skills necessary to progress toward individual life-long learning goals.</p> <p>AD.4.B.11: Consistently utilize a self-management system and adjust to increased academic demands.</p> <p>AD.4.A.12: Achieve educational levels necessary to teach, maintain, and continue with individual life-long learning goals.</p> <p>AD.4.B12: Exhibit self-management skills necessary for educational achievement.</p>				<p>DOK - 4</p> <p>DOK - 4</p> <p>DOK - 4</p> <p>DOK - 2</p>
2. The student will identify at least one study skill habit, which he/she views as a personal strength.		<p>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</p>		<p>RI9-10.1 RI9-10.4 SL9-10.1 SL9-10.4 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>	AD A	<p>DOK - 3 DOK - 4 DOK - 2</p>
3. The student also will identify at least one study skill habit to improve upon in order to reach his/her goals.		<p>AD.4.A.09 AD.4.B.09 AD.4.A.10 AD.4.B.10 AD.4.A.11 AD.4.B.11</p>		<p>RI9-10.1 RI9-10.4 SL9-10.1 SL9-10.4 L.9-10.1 L.9-10.2</p>	AD A	<p>DOK - 3 DOK - 4 DOK - 4 DOK - 4 DOK - 4 DOK - 4</p>

		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		RI9-10.1 RI9-10.4 SL9-10.1 SL9-10.4 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		RI9-10.1 RI9-10.4 SL9-10.1 SL9-10.4 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.A.12 AD.4.B12		RI9-10.1 RI9-10.4 SL9-10.1 SL9-10.4 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		RI9-10.1 RI9-10.4 SL9-10.1 SL9-10.4 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
<b>ASSESSMENT DESCRIPTIONS*:</b>						
<p>The 3-part summative evaluation for the “Learning for Life” Unit is conducted in the 12<sup>th</sup> 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 12<sup>th</sup> grade lesson.</p>						
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>					
	<input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input type="checkbox"/> 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					
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>					
	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					

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				
	<b>Direct:</b> <input checked="" type="checkbox"/> Structured Overview (Ls. 1) <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Explicit Teaching (Ls. 3) <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls. 3) <input type="checkbox"/> Didactic Questions <input checked="" type="checkbox"/> Demonstrations (Ls. 2) <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<b>Indirect:</b> <input checked="" type="checkbox"/> Problem Solving (Ls. 2-3) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input checked="" type="checkbox"/> Inquiry (Ls. 5) <input checked="" type="checkbox"/> Reflective Discussion (Ls. 3-5-6) <input checked="" type="checkbox"/> Writing to Inform (Ls. 5) <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input checked="" type="checkbox"/> Concept Attainment (Ls. 4-5-6) <input type="checkbox"/> Cloze Procedure	<b>Experiential:</b> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing (Ls. 4) <input type="checkbox"/> Model Building <input checked="" type="checkbox"/> Surveys (Ls. 1-6)	<b>Independent Study</b> <input checked="" type="checkbox"/> Essays (Ls. 6) <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<b>Interactive Instruction</b> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing (Ls. 4) <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 2-4-5) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 6) <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 3-4) <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
<b>UNIT RESOURCES:</b>  Common Core State Standards (CCSS), accessed May 17, 2013, from <a href="http://www.corestandards.org/">http://www.corestandards.org/</a>  ASCA National Standards for Students (ASCA), accessed June 11, 2013, from <a href="http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf">http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</a>					

**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:**

- 9<sup>th</sup> grade lesson will require 55 to 70 minutes
- 10<sup>th</sup> grade lesson will require 55 to 70 minutes
- 11<sup>th</sup> grade lesson will require 55 to 70 minutes
- 12<sup>th</sup> grade lesson will require 50 minutes per student

**Best time of year to implement this Unit:**

- 9<sup>th</sup> grade training will begin before the beginning of the freshmen year
- 10<sup>th</sup> grade during the first semester
- 11<sup>th</sup> grade any time during academic year
- 12<sup>th</sup> grade during the second semester

**Lesson Titles:**

9<sup>th</sup> Grade Lesson 1: Freshmen Mentor Program: Meeting My Mentor  
(This program uses trained upper grade students to mentor freshmen throughout the 9<sup>th</sup> 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?*

10<sup>th</sup> 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](http://www.act.org) [www.collegeview.com](http://www.collegeview.com) [www.petersons.com](http://www.petersons.com))

11<sup>th</sup> 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>.

12<sup>th</sup> Grade Lesson 4: 12<sup>th</sup> Grade Post-Secondary Checklist

Materials/Special Preparations Required

*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

	<ol style="list-style-type: none"> <li>2. Review and revise communications to improve accuracy and clarity</li> <li>3. Exchange information, questions and ideas while recognizing the perspectives of others</li> <li>6. Apply communication techniques to the job search and to the workplace</li> </ol>
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> <li>1. Identify problems and define their scope and elements</li> <li>2. Develop and apply strategies based on ways others have prevented or solved problems</li> <li>3. Develop and apply strategies based on one’s own experience in preventing or solving problems</li> <li>4. Evaluate the processes used in recognizing and solving problems</li> <li>5. Reason inductively from a set of specific facts and deductively from general premises</li> <li>6. Examine problems and proposed solutions from multiple perspectives</li> <li>7. Evaluate the extent to which a strategy addresses the problem</li> <li>8. Assess costs, benefits and other consequences of proposed solutions</li> </ol>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> <li>1. Explain reasoning and identify information used to support decisions</li> <li>3. Analyze the duties and responsibilities of individuals in societies</li> <li>4. Recognize and practice honesty and integrity in academic work and in the workplace</li> <li>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</li> <li>6. Identify tasks that require a coordinated effort and work with others to complete those tasks</li> <li>7. Identify and apply practices that preserve and enhance the safety and health of self and others</li> <li>8. Explore, prepare for and seek educational and job opportunities</li> </ol>

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	<ol style="list-style-type: none"> <li>3. Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)</li> <li>6. Participating in formal and informal presentations and discussions of issues and ideas</li> </ol>
	Mathematics	
X	Social Studies	<ol style="list-style-type: none"> <li>6. Relationships of the individual and groups to institutions and cultural traditions</li> <li>7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)</li> </ol>
	Science	
X	Health/Physical Education	<ol style="list-style-type: none"> <li>5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)</li> </ol>
	Fine Arts	

**Unit Essential Questions:**

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:**

- Direct (Compare & Contrast; Demonstrations; Guided & Shared reading, listening, viewing, thinking)
- Indirect (Problem Solving)
- Experiential
- Independent Study (Essays)
- 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.

<p><b>Unit #1 Title:</b> Applying the Skills of Transitioning Between Educational Levels</p> <p><b>Lesson Title:</b> Freshmen Mentor Program: Meeting My Mentor <span style="float: right;"><b>Lesson:</b> 1 of 4</span></p> <p><b>Grade Level:</b> 9</p> <p><b>Length of Lesson:</b> 55 to 70 minutes</p> <p><b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> AD.5: Applying the Skills of Transitioning Between Educational Levels</p> <p><b>Grade Level Expectation (GLE):</b> AD.5.A.09: Apply information and skills necessary to transition into high school.</p> <p><b>American School Counselor Association National Standard (ASCA):</b> Academic Development A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>Materials needed for this activity include:</p> <ul style="list-style-type: none"> <li>Trained mentors (Training should take place before activity)</li> <li>Paper, pen, flip charts, and markers.</li> <li><i>Interview Guidelines</i> and <i>How Well Do You Know Your School?</i></li> </ul>
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ul style="list-style-type: none"> <li>5. Comprehend and evaluate written, visual and oral presentations and works</li> <li>7. Evaluate the accuracy of information and the reliability of its sources</li> </ul>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ul style="list-style-type: none"> <li>3. Exchange information, questions and ideas while recognizing the perspectives of others</li> </ul>
X	<p>Goal 3: Recognize and solve problems</p> <ul style="list-style-type: none"> <li>1. Identify problems and define their scope and elements</li> <li>2. Develop and apply strategies based on ways others have prevented or solved problems</li> <li>3. Develop and apply strategies based on one’s own experience in preventing or solving problems</li> <li>4. Evaluate the processes used in recognizing and solving problems</li> </ul>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ul style="list-style-type: none"> <li>1. Explain reasoning and identify information used to support decisions</li> <li>3. Analyze the duties and responsibilities of individuals in societies</li> <li>4. Recognize and practice honesty and integrity in academic work and in the workplace</li> <li>5. Develop, monitor and revise plans of action to meet deadlines and accomplish</li> </ul>

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

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**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<p>After the hook:</p> <ol style="list-style-type: none"> <li>1. Pair students with a mentor and allow time for students to ask mentor any questions.</li> <li>2. Students are given <i>How Well Do You Know Your School?</i> Activity sheet.</li> <li>3. Have student mentors interview freshmen using <i>Interview Guidelines</i>.</li> <li>4. Discuss how mentors will be supportive.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students and mentors interact.</li> <li>2. Students complete activity sheet and discuss with their mentor.</li> <li>3. Freshmen are interviewed by student mentors. Students will go over interview sheet with mentor and become acquainted.</li> <li>4. Students will ask questions/state concerns during discussion with mentor.</li> </ol>

**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)**

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:	

## **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?

## **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 8<sup>th</sup> grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

<p><b>UNIT DESCRIPTION: Applying the Skills of Transitioning Between Educational Levels</b></p> <p>This unit gives counselors the tools to help students successfully transition into high school, through high school, and beyond.</p>		<p><b>SUGGESTED UNIT TIMELINE:</b> 4 (one lesson each for 9, 10, 11, and 12)</p> <p><b>CLASS PERIOD:</b></p> <p>9<sup>th</sup> grade lesson -55 to 70 minutes</p> <p>10<sup>th</sup> grade lesson-55 to 70 minutes</p> <p>11<sup>th</sup> grade lesson-55 to 70 minutes</p> <p>12<sup>th</sup> grade lesson-50 minutes per student</p>				
<p><b>ESSENTIAL QUESTIONS:</b></p> <p>1. Why are healthy self care skills and behaviors necessary when adjusting to transitions?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
<p>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.</p>		<p>AD.5.A.09:  Apply information and skills necessary to transition into high school.</p>		<p>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</p>	<p>AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p>	<p>Level 3</p>

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
<b>ASSESSMENT DESCRIPTIONS*:</b>						
Counselor will meet individually with seniors during the second semester of their senior year.						
Counselor and student will complete a post-secondary checklist.						
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>					

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

<p>Information on Credit Recovery</p> <p><b>Grade 12</b></p> <p>Lesson #6: Assessing Personal Plan of Study for Life-Long Learning</p> <p>Materials/Special Preparations Required:</p> <p style="padding-left: 40px;">Worksheet titled Personal Plan of Study Review for Seniors</p> <p style="padding-left: 40px;">Personal Educational Plan Portfolios/4 year plan</p> <p><b>Missouri Comprehensive Guidance and Counseling Big Idea:</b></p> <p>AD.6 Developing and Monitoring Personal Plan of Study.</p> <p><b>Grade Level Expectations (GLEs):</b></p> <p>AD.6.A.09: Monitor and revise a Personal Plan of Study. (DOK Level - 3)</p> <p>AD.6.A.10: Explore options and resources available to further develop Personal Plan of Study for life-long learning. (DOK Level - 3)</p> <p>AD.6.A.11: Evaluate and revise a Personal Plan of Study for life-long learning. (DOK Level - 3)</p> <p>AD.6.A.12: Apply information to revise and implement a Personal Plan of Study necessary for life-long learning. (DOK Level - 4)</p> <p><b>American School Counselor Association National Standard (ASCA):</b></p> <p>Academic Development</p> <p style="padding-left: 40px;">B: Students will make decisions, set goals, and take necessary action to achieve goals.</p>
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> <li>1. Develop questions and ideas to initiate and refine research</li> <li>2. Conduct research to answer questions and evaluate information and ideas</li> <li>4. Use technological tools and other resources to locate, select and organize information</li> <li>5. Comprehend and evaluate written, visual and oral presentations and works</li> <li>6. Discover and evaluate patterns and relationships in information, ideas and structures</li> <li>7. Evaluate the accuracy of information and the reliability of its sources</li> </ol>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> <li>3. Review and revise communications to improve accuracy and clarity.</li> </ol>
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> <li>1. Identify problems and define their scope and elements</li> <li>2. Develop and apply strategies based on ways others have prevented or solved problems</li> <li>3. Develop and apply strategies based on ones own experience in preventing or solving problems</li> <li>5. Reason inductively from a set of specific facts and deductively from general premises</li> <li>6. Examine problems and proposed solutions from multiple perspectives</li> </ol>
X	<p>Goal 4: Make decisions and act as responsible members of society</p>

	<p>1. Explain reasoning and identify information used to support decisions</p> <p>4. Recognize and practice honesty and integrity in academic work and in the workplace</p> <p>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</p> <p>8. Explore, prepare for and seek educational and job opportunities</p>
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**This lesson supports the development of skills in the following academic content areas.**

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

**Unit Essential Questions:**

<p>What happens if I change my goals?</p>
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**Unit Measurable Learning Objectives:**

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

<p><u>  X  </u> Direct (Lecture; Explicit Teaching; Compare &amp; Contrast; Demonstrations; Guided &amp; Shared-Reading, Listening, Viewing, Thinking)</p>
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- Indirect (Problem Solving)
- Experiential (Simulations; Surveys)
- Independent Study (Journals; Learning Activity Sheet; Learning Contracts; Research)
- 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 12<sup>th</sup> 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

<p><b>Unit #1 Title:</b> My Personal Plan of Study</p> <p><b>Lesson Title:</b> Graduation Requirements <span style="float: right;"><b>Lesson:</b> 1 of 6</span></p> <p><b>Grade Level:</b> 9</p> <p><b>Length of Lesson:</b> 45-50 minutes</p> <p><b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> AD.6: Developing and Monitoring Personal Plan of Study.</p> <p><b>Grade Level Expectation (GLE):</b> AD.6.A.09: Monitor and revise a Personal Plan of Study</p> <p><b>American School Counselor Association National Standard (ASCA):</b> Academic Development B: Students will make decisions, set goals, and take necessary action to achieve goals.</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>School course descriptions books or enrollment guides          Graduation requirements from book          List of graduation requirements          Handout titled: <i>Graduation Requirements Review</i></p>
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>1. Develop questions and ideas to initiate and refine research          7. Evaluate the accuracy of information and the reliability of its sources</p>
	<p>Goal 2: Communicate effectively within and beyond the classroom</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>1. Identify problems and define their scope and elements          5. Reason inductively from a set of specific facts and deductively from general premises          6. Examine problems and proposed solutions from multiple perspectives</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions          5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</p>

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussion 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 *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**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities</b>
1. Hand out course description books or enrollment guides. Give instructions on completing <i>Graduation Requirements Review</i> .”	1. Students will review the course description to complete the <i>Graduation Requirements Review</i> 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

**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)**

## 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

<b>Unit #1 Title:</b> My Personal Plan of Study	
<b>Lesson Title:</b> Evaluating Transcripts	<b>Lesson:</b> 2 of 6
<b>Grade Level:</b> 9	
<b>Length of Lesson:</b> 45-50 minutes	
<b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> AD.6: Developing and Monitoring Personal Plan of Study.	
<b>Grade Level Expectation (GLE):</b> AD.6.A.09: Monitor and revise Personal Plan of Study	
<b>American School Counselor Association National Standard (ASCA):</b> 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)**

<p>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.</p>
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>1. Use technological tools and other resources to locate, select and organize information</p> <p>5. Evaluate the accuracy of information and the reliability of its sources</p>
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>4. Recognize and practice honesty and integrity in academic work and in the workplace</p> <p>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</p>

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

	Academic Content Area(s)	Specific Skill(s)
	Communication Arts	
X	Mathematics	<p>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</p>

	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**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
Distribute students' copies of transcripts and Personal Plan of Study begun in 8 <sup>th</sup> grade.  1. Explain purpose of transcripts. Instruct students to locate their class ranking, GPA, credits earned on their transcripts.  2. Discuss other information your high school includes on personal transcripts.  3. Explain that there are times students need	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. Students will discuss any other information on their transcripts.  3. Students will practice calculating GPA's

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)**

## **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 8<sup>th</sup> 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.

<b>UNIT DESCRIPTION: My Personal Plan of Study</b>  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 12 <sup>th</sup> grade, plans will have been revised and fully implemented for lifelong learning.		<b>SUGGESTED UNIT TIMELINE:</b> 6 Lessons  <b>CLASS PERIOD (min.):</b> 30-50 minutes each				
<b>ESSENTIAL QUESTIONS:</b>  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 <i>Graduation Requirements Review</i> 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
<b>ASSESSMENT DESCRIPTIONS*:</b>						
Students will use graduation requirements, assessments, transcripts, educational, and career interests to review, revise, and implement Personal Plan of Study for lifelong learning.						
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential					

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

**UNIT RESOURCES:**

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

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from  
[http://static.pdesas.org/content/documents/ASCA\\_National\\_Standards\\_for\\_Students.pdf](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 8<sup>th</sup> 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 8<sup>th</sup> 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

**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	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> <li>1. Develop questions and ideas to initiate and refine research</li> <li>2. Conduct research to answer questions and evaluate information and ideas</li> <li>4. Use technological tools and other resources to locate, select and organize information</li> <li>5. Comprehend and evaluate written, visual and oral presentations and works</li> <li>6. Discover and evaluate patterns and relationships in information, ideas and structures</li> <li>7. Evaluate the accuracy of information and the reliability of its source</li> <li>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</li> <li>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</li> </ol>
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X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> <li>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</li> <li>2. Review and revise communications to improve accuracy and clarity</li> <li>3. Exchange information, question and ideas while recognizing the perspectives of others</li> <li>6. Apply communications techniques to the job search and to the workplace</li> <li>7. Use technological tools to exchange information and ideas</li> </ol>
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> <li>1. Identify problems and define their scope and elements</li> <li>5. Reason inductively from a set of specific facts and deductively from general premises</li> <li>4. Evaluate the processes used in recognizing and solving problems</li> <li>6. Examine problems and proposed solutions from multiple perspectives</li> <li>7. Evaluate the extent to which a strategy addresses the problem</li> <li>8. Assess costs, benefits and other consequences of proposed solutions</li> </ol>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> <li>1. Explain reasoning and identify information used to support decisions</li> <li>3. Analyze the duties and responsibilities of individuals in societies</li> <li>4. Recognize and practice honesty and integrity in academic work and in the workplace</li> <li>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</li> <li>6. Identify tasks that require a coordinated effort and work with others to complete those tasks</li> <li>8. Explore, prepare for and seek educational and job opportunities</li> </ol>

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

Academic Content Area(s)	Specific Skill(s)
X	<p>Communication Arts</p> <ol style="list-style-type: none"> <li>1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)</li> <li>4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)</li> <li>6. Participating in formal and informal presentations and discussions of issues and ideas</li> </ol>
	<p>Mathematics</p>
X	<p>Social Studies</p> <ol style="list-style-type: none"> <li>4. Economic concepts (including productivity and the market system) and principles (including the laws for supply and demand)</li> <li>6. Relationship of the individual and groups to institutions and cultural traditions.</li> </ol>
	<p>Science</p>
	<p>Health/Physical Education</p>
	<p>Fine Arts</p> <ol style="list-style-type: none"> <li>1. Process and techniques for the production,</li> </ol>

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

- Direct (Compare & Contrast)
- Indirect (Problem Solving, Reflective Discussion)
- Experiential (Simulations, Surveys)
- Independent Study (Essays)
- 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 9<sup>th</sup> – 12<sup>th</sup> 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?**

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

**;;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*

*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**

<p><b>Instructor Procedures/Instructional Strategies:</b>                  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 <i>Personal Plan of Study</i>.</p> <ol style="list-style-type: none"> <li>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).</li> <li>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.</li> <li>3. Distribute the students’ Personal Plan of Study, career interest inventories and results (if available), high school graduation</li> </ol>	<p><b>Student Involvement/Instructional Activities:</b></p> <ol style="list-style-type: none"> <li>1. Students will listen and formulate personal questions as the panel members share their “I wish I’d known” reflections.</li> <li>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.</li> <li>3. Students will review their <i>Personal Plan of Study</i> to remind themselves of the plan they developed in 8<sup>th</sup> grade.</li> </ol>
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<p>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.</p> <p>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 <i>Personal Plans of Study</i>.</p> <p>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 <i>Personal Plan of Study</i> and return the copy to the student.</p>	<p>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.</p> <p>5. Students will make changes to their plans as needed and will write a note to the counselor explaining the changes.</p>
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**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)**

**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.

<b>UNIT DESCRIPTION:</b> Goal Setting  In this unit for 9 <sup>th</sup> -12 <sup>th</sup> 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.		<b>SUGGESTED UNIT TIMELINE:</b> 4 Lessons  <b>CLASS PERIOD (min.):</b> 55-70 minutes each					
<b>ESSENTIAL QUESTIONS:</b>  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.		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	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.	DOK Level – 3	
		CD.8.B.09: Identify the entrance requirements and application procedures for post-secondary options.		L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L.11-12.1 L.11-12.2		CD B. Students will employ strategies to achieve future career goals with success and satisfaction.	DOK Level – 2
		CD.7.A.10: Revisit current career and educational plan as it relates to		CD C. Students will understand the relationship			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		
<b>ASSESSMENT DESCRIPTIONS*:</b>							
The summative assessment for the Career Development Strand is “The Ultimate Career Development Experience for Seniors” (see folder for Unit 6)							
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>						
	<input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction						
	<b>See:</b> 1 Lesson 1 Grade 9 Revisiting the <i>Personal Plan of Study</i> and Post HS Requirements 2 Lesson 2 Grade 10 Revisiting the <i>Personal Plan of Study: Using Occupational Trial Plan</i> 3 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						
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>						
	<b>See:</b> 1 Lesson 1 Grade 9 Revisiting the <i>Personal Plan of Study</i> and Post HS Requirements 2 Lesson 2 Grade 10 Revisiting the <i>Personal Plan of Study: Using Occupational Trial Plan</i> 3 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				
<u>Direct:</u>	<u>Indirect:</u>	<u>Experiential:</u>	<u>Independent Study</u>	<u>Interactive Instruction</u>
<input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls. 1,2,3,4) <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<input checked="" type="checkbox"/> Problem Solving (Ls. 2,3) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 1,2,3) <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations (Ls. 4) <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input checked="" type="checkbox"/> Surveys (Ls. 2)	<input checked="" type="checkbox"/> Essays (Ls. 4) <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input checked="" type="checkbox"/> Panels (Ls 1) <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1,2,3,4) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 2) <input checked="" type="checkbox"/> Cooperative Learning (Ls. 4) <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input checked="" type="checkbox"/> Interviewing (Ls. 1) <input type="checkbox"/> Conferencing
<b>UNIT RESOURCES:</b>  Common Core State Standards (CCSS), accessed May 17, 2013, from <a href="http://www.corestandards.org/">http://www.corestandards.org/</a>  ASCA National Standards for Students (ASCA), accessed June 11, 2013, from <a href="http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf">http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</a>				

**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](http://www.missouriconnections.org)

Choices – [www.choices.org](http://www.choices.org)

Self- Directed Search – [www.self-directed-search.com](http://www.self-directed-search.com)

ACT's Discover – [www.act.org](http://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](http://www.acrnetwork.org) and [www.online.onetcenter.org](http://www.online.onetcenter.org)

Missouri Connections, [www.missouriconnections.org](http://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

**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)**

	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
X	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

	<p>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</p> <p>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</p> <p>2. Review and revise communications to improve accuracy and clarity</p> <p>3. Exchange information, question and ideas while recognizing the perspectives of others</p> <p>6. Apply communications techniques to the job search and to the workplace</p> <p>7. Use technological tools to exchange information and ideas</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>1. Identify problems and define their scope and elements</p> <p>2. Evaluate the processes used in recognizing and solving problems</p> <p>3. Develop and apply strategies based on one’s own experience in preventing or solving problems</p> <p>4. Evaluate the processes used in recognizing and solving problems</p> <p>6. Examine problems and proposed solutions from multiple perspectives</p> <p>7. Evaluate the extent to which a strategy addresses the problem</p> <p>8. Assess costs, benefits and other consequences of proposed solutions</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions</p> <p>3. Analyze the duties and responsibilities of individuals in societies</p> <p>4. Recognize and practice honesty and integrity in academic work and in the workplace</p> <p>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</p> <p>6. Identify tasks that require a coordinated effort and work with others to complete those tasks</p> <p>8. Explore, prepare for and seek educational and job opportunities</p>

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

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

	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  
 Indirect  
 Experiential  
 Independent study  
 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

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

<b>Unit 2 Title:</b> Navigating the World of Work	
<b>Lesson Title:</b> Career Interest Inventory	<b>Lesson:</b> 1 of 4
<b>Grade Level:</b> 9	
<b>Length of Lesson:</b> 55-70 minutes	
<b>Missouri Comprehensive Guidance and Counseling Big Ideas:</b>	
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.	
<b>Grade Level Expectations (GLEs):</b>	
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.	
<b>American School Counselor Association (ASCA) National Standard:</b>	
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)**

<p>Career Path/Career Cluster posters or handouts</p> <p>A career interest inventory such as:</p> <p>Missouri Connections - <a href="http://www.missouriconnections.org">www.missouriconnections.org</a></p> <p>Choices – <a href="http://www.choices.org">www.choices.org</a></p> <p>Self- Directed Search – <a href="http://www.self-directed-search.com">www.self-directed-search.com</a></p> <p>ACT’s Discover – <a href="http://www.act.org">www.act.org</a></p>
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**Show Me Standards: Performance Goals (check one or more that apply)**

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>2. Conduct research to answer questions and evaluate information and ideas</p> <p>4. Use technological tools and other resources to locate, select and organize information</p> <p>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>7. Use technological tools to exchange information and ideas</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>2. Develop and apply strategies based on one’s own experience in preventing or solving problems</p>

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	
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

<p>selected interest inventory and explain directions OR direct students to online inventory.</p> <ol style="list-style-type: none"> <li>2. Counselor observes and helps students complete inventories.</li> <li>3. Help students score and find careers that match their interests.</li> <li>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.)</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>2. Students may be using a pencil/paper inventory or an online inventory. They will be reading directions. Students complete surveys.</li> <li>3. Score and find career/interest matches.</li> <li>4. Students work with a partner and share their results with each other (as appropriate).</li> <li>5. Students will take turns sharing their partner's choices.</li> </ol>
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**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)**

# *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.

## THE 16 CAREER CLUSTERS

For more information and access to valuable resources re: Career Clusters go to:  
States Career Clusters: [www.careerclusters.org](http://www.careerclusters.org) or [www.missouriconnections.org](http://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

**COURSE INTRODUCTION:****Career Development**

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

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

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

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

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

**Applying skills for college and career readiness and success.**

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

<p><b>UNIT DESCRIPTION:</b> Navigating Through the World of Work</p> <p>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.</p>		<p><b>SUGGESTED UNIT TIMELINE:</b> One lesson per grade level</p> <p><b>CLASS PERIOD (min.):</b> 55-70 minutes each lesson</p>				
<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. How do interests and goals fit together?</li> <li>2. How are careers different?</li> <li>3. How does a job shadowing experience affect a person’s job choice?</li> <li>4. How does one obtain the job he/she wants?</li> </ol>						
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.		<p>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.</p> <p>CD.8.A.09: Integrate career and educational information with knowledge of self and career clusters to</p>		<p>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</p>	<p>CD A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p> <p>CD B. Students will employ strategies to achieve future</p>	<p>DOK Level – 2</p> <p>DOK Level – 4</p>

		<p>identify occupations of interest.</p> <p>CD.7.B.10: Evaluate a variety of resources to aid in career exploration and planning now and in the future.</p> <p>CD.8.A.10: Analyze career and educational information to identify the most relevant resources for specific career options.</p> <p>CD.7.B.11: Utilize a variety of resources to aid in career exploration and planning.</p> <p>CD.8.A.11: Synthesize career and educational information gathered from a variety of sources.</p> <p>CD.7.B.12: Utilize knowledge of career exploration and planning to adapt</p>		<p>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</p>	<p>career goals with success and satisfaction.</p> <p>CD C. Students will understand the relationship between training and the world of work.</p>	<p>DOK Level – 4</p> <p>DOK Level 4</p> <p>DOK Level 3</p> <p>DOK Level 4</p> <p>DOK Level 4</p>
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		<p>to new career and educational opportunities as the world of work and technology changes.</p> <p>CD.8.A.12: Utilize career and educational information in career decision-making.</p>				<p>DOK Level 4</p>
<p>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.</p>		<p>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</p>		<p>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</p>	<p>CD A CD B CD C</p>	<p>DOK Level – 2 DOK Level – 4 DOK Level – 4 DOK Level - 4 DOK Level - 4 DOK Level - 3 DOK Level - 4 DOK Level – 4 DOK Level – 4</p>

				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
<b>ASSESSMENT DESCRIPTIONS*:</b>						

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.					
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>				
	<input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input type="checkbox"/> Interactive Instruction				
1 2 3 4	<b>See:</b> Lesson 1 Grade 9 Career Interest Inventory Lesson 2 Grade 10 Investigating Career Resources Lesson 3 Job Shadowing Lesson 4 What Do They Do?				
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>				
1 2 3 4	<b>See:</b> Lesson 1 Grade 9 Career Interest Inventory Lesson 2 Grade 10 Investigating Career Resources Lesson 3 Job Shadowing Lesson 4 What Do They Do?				
	<b>Direct:</b> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<b>Indirect:</b> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input checked="" type="checkbox"/> Inquiry (Ls. 3) <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<b>Experiential:</b> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input checked="" type="checkbox"/> Field Observations (Ls. 3) <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input checked="" type="checkbox"/> Surveys (Ls. 1)	<b>Independent Study</b> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input checked="" type="checkbox"/> Reports (Ls. 4) <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input checked="" type="checkbox"/> Research Projects (Ls. 3) <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<b>Interactive Instruction</b> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 1) <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input checked="" type="checkbox"/> Interviewing (Ls. 4)

					_____ Conferencing
<b>UNIT RESOURCES:</b> Common Core State Standards (CCSS), accessed May 17, 2013, from <a href="http://www.corestandards.org/">http://www.corestandards.org/</a>  ASCA National Standards for Students (ASCA), accessed June 11, 2013, from <a href="http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf">http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</a>					

**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

**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	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> <li>1. Develop questions and ideas to initiate and refine research</li> <li>2. Conduct research to answer questions and evaluate information and ideas</li> <li>4. Use technological tools and other resources to locate, select and organize information</li> <li>5. Comprehend and evaluate written, visual and oral presentations and works</li> <li>6. Discover and evaluate patterns and relationships in information, ideas and structures</li> <li>7. Evaluate the accuracy of information and the reliability of its source</li> <li>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</li> <li>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</li> </ol>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> <li>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</li> <li>2. Review and revise communications to improve accuracy and clarity</li> <li>3. Exchange information, questions and ideas while recognizing the perspectives of others</li> <li>7. Use technological tools to exchange information and ideas</li> </ol>
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> <li>4. Develop and apply strategies based on one’s own experience in preventing or solving problems</li> <li>5. Evaluate the processes used in recognizing and solving problems</li> <li>8. Assess costs, benefits and other consequences of proposed solutions</li> </ol>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> <li>1. Explain reasoning and identify information used to support decisions</li> </ol>

	<p>3. Analyze the duties and responsibilities of individuals in societies</p> <p>6. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</p> <p>8. Explore, prepare for and seek educational and job opportunities</p>
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**This lesson supports the development of skills in the following academic content areas.**

	<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X	Communication Arts	<p>1. Speaking and writing standard English including grammar, usage, punctuation, spelling, capitalization)</p> <p>4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)</p> <p>6. Participating in formal and informal presentations and discussions of issues of ideas</p>
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	<p>1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts</p>

**Unit Essential Questions:**

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

<p>The student will identify five positive skills that enhance school and community contributions as they relate to a career and educational plan.</p> <p>The student will identify five positive skills that enhance school and community contributions as they relate to life-long goals.</p> <p>The student will list three activities he/she is involved in that make positive contributions to a global society.</p> <p>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.</p>
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**Unit Instructional Strategies/Instructional Activities:**

<p><input checked="" type="checkbox"/> Direct (Structured Overview, Guided &amp; Shared – reading, listening, viewing, thinking)</p> <p><input checked="" type="checkbox"/> Indirect</p> <p><input checked="" type="checkbox"/> Experiential</p> <p><input type="checkbox"/> Independent study (Learning Logs)</p> <p><input checked="" type="checkbox"/> Interactive Instruction (Brainstorming, Interviewing)</p>
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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.

<b>Unit 3 Title:</b> Respect for All Work	
<b>Lesson Title:</b> How I Relate to Others	<b>Lesson 1 of 4</b>
<b>Grade Level:</b> 9	
<b>Length of Lesson:</b> 55 to 70 minutes	
<b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.	
<b>Grade Level Expectation (GLE):</b> CD.7.C.09: Analyze and evaluate school and community contributions as they relate to one’s career and educational plan.	
<b>American School Counselor Association (ASCA) National Standard:</b> 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 <i>Missouri Career Education: Senior High-Exemplary Activities Handbook</i> , (MO DESE, 1980).
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**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 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

	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**

<p><b>Instructor Procedures/Instructional Strategies:</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>	<p><b>Student Involvement/Instructional Activities:</b></p> <ol style="list-style-type: none"> <li>Students will participate in role-play or participate as observers.</li> </ol>
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<p>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.</p> <p>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?”</p> <p>4. You may want to collect the activity sheets and save the results for students to review as a part of the 11<sup>th</sup> 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!)</p>	<p>2. Students will complete the “How I Relate to Others” Activity Sheet.</p> <p>3. Students participate in discussion by talking about specific and/or general items.</p> <p>4. Students turn in their activity sheets.</p>
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**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)**

## 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.			

<b>Morale-Building Skills</b>	<b>Doing all right</b>	<b>Need to do it more</b>	<b>Need to do it less</b>
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.			

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

**COURSE INTRODUCTION:****Career Development**

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

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

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

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

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

**Applying skills for college and career readiness and success.**

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

<p><b>UNIT DESCRIPTION:</b> Respecting All Work</p> <p>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.</p>		<p><b>SUGGESTED UNIT TIMELINE:</b>4 Lessons</p> <p><b>CLASS PERIOD (min.):</b> 55-70 each lesson</p>				
<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>How do people get along?</li> <li>How do people decide what to do with their lives?</li> <li>How can a person make a contribution to the well-being and betterment of the local and global society?</li> </ol>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
<p>1. The student will identify five positive skills that enhance school and community contributions as they relate to a career and educational plan.</p>		<p>CD.7.C.09: Analyze and evaluate school and community contributions as they relate to one’s career and educational plan.</p> <p>CD.7.C.10: Analyze and evaluate school and community contributions as they relate to life career goals.</p> <p>CD.7.C.11:</p>		<p>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</p>	<p>CD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p> <p>CD B: Students will employ strategies to achieve future career goals with success and satisfaction.</p>	<p>DOK Level – 4</p> <p>DOK Level – 4</p>

		<p>Identify the value of personal contributions to the world of work as a result of one's career choices.</p> <p>CD.7.C.12: Respect all work as important, valuable, and necessary in maintaining a global society.</p>		<p>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</p>	<p>CD C: Students will understand the relationship between training and the world of work.</p>	<p>DOK Level – 3</p>
<p>2. The student will identify five positive skills that enhance school and community contributions as they relate to life-long goals.</p>		<p>CD.7.C.09 CD.7.C.10 CD.7.C.11 CD.7.C.12</p>		<p>RI9-10.4 RI9-10.7 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</p>	<p>CD A CD B CD C</p>	<p>DOK Level – 4 DOK Level – 4 DOK Level – 3 DOK Level - 4</p>

				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		
<b>ASSESSMENT DESCRIPTIONS*:</b> 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.					
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>				
	<input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential				

	<input type="checkbox"/> Independent study <input checked="" type="checkbox"/> 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?				
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>				
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?				
	<b>Direct:</b> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2,3)	<b>Indirect:</b> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input checked="" type="checkbox"/> Concept Formation (Ls.1,2,3) <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<b>Experiential:</b> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input checked="" type="checkbox"/> Surveys (Ls. 1)	<b>Independent Study</b> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<b>Interactive Instruction</b> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing Ls. 1 <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input checked="" type="checkbox"/> Peer Partner Learning (Ls. 3) <input checked="" type="checkbox"/> Discussion (Ls. 1,2,3) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 3) <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 2,3) <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
<b>UNIT RESOURCES:</b>					
Common Core State Standards (CCSS), accessed May 17, 2013, from <a href="http://www.corestandards.org/">http://www.corestandards.org/</a>					

Grade Level/Course Title: 9-12 / CD7-Gr9-12-Unit3

Course Code: Career Development

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from  
[http://static.pdesas.org/content/documents/ASCA\\_National\\_Standards\\_for\\_Students.pdf](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

*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	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> <li>1. Develop questions and ideas to initiate and refine research</li> <li>2. Conduct research to answer questions and evaluate information and ideas</li> <li>4. Use technological tools and other resources to locate, select and organize information</li> <li>5. Comprehend and evaluate written, visual and oral presentations and works</li> <li>6. Discover and evaluate patterns and relationships in information, ideas and structures</li> <li>7. Evaluate the accuracy of information and the reliability of its source</li> <li>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</li> </ol>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> <li>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</li> <li>2. Review and revise communications to improve accuracy and clarity</li> <li>7. Use technological tools to exchange information and ideas</li> </ol>
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> <li>1. Develop and apply strategies based on one’s own experience in preventing or</li> </ol>

	<p>solving problems</p> <p>2. Evaluate the processes used in recognizing and solving problems</p> <p>8. Assess costs, benefits and other consequences of proposed solutions</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions</p> <p>3. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</p> <p>8. Explore, prepare for and seek educational and job opportunities</p>

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

**Academic Content Area(s)**

**Specific Skill(s)**

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

**Unit Essential Questions:**

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

<p>The students will gather five items for a portfolio to be used in job seeking.</p> <p>The student will complete a personal code of ethics form.</p> <p>The student will complete an advocacy plan to develop a school policy for an ethical school culture.</p> <p>The student will apply knowledge of self to development information to be used for post-secondary applications.</p> <p>The student will integrate career knowledge and self-knowledge into a resume.</p> <p>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.</p>
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**Unit Instructional Strategies/Instructional Activities:**

<input type="checkbox"/>	Direct (Structured Overview, Guided & Shared – reading, listening, viewing, thinking)
<input type="checkbox"/>	Indirect
<input type="checkbox"/>	Experiential
<input type="checkbox"/>	Independent study (Learning Logs)
<input checked="" type="checkbox"/>	Interactive Instruction (Brainstorming, Interviewing)

**Unit Summative Assessment (acceptable evidence):**

<p><b>Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.</b></p> <p>The summative assessment for all units in the high school career development strand is <b>The Ultimate Experience for Seniors</b>. Students will create a media presentation chronicling their present career journey and showcasing their presentation to ninth grade students.</p>
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<p><b>Brief Summary of Unit:</b></p> <p>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.</p> <p><b>Unit Goals and Objectives:</b></p> <p>Students will apply personal, ethical and work habit skills, which contribute to job success and utilize appropriate job-seeking skills to obtain employment.</p> <p><b>Student Prior Knowledge: What prior knowledge do students need) e.g. the steps to solving a problem) to be successful in this unit?</b></p> <p>Ability to use computers for research, to develop portfolios and resumes and to compose presentations.</p>
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<b>Unit 1 Title:</b> Getting a Job
<b>Lesson Title:</b> Career Portfolio <span style="float: right;"><b>Lesson:</b> 1 of 5</span>
<b>Grade Level:</b> 9
<b>Length of Lesson:</b> 55-70 minutes
<b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> CD.9: Applying Skills for College and Career Readiness and Success
<b>Grade Level Expectations (GLEs):</b> 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.
<b>American School Counselor Association (ASCA) National Standard:</b> 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.
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**Show Me Standards: Performance Goals (check one or more that apply)**

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

**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**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<ol style="list-style-type: none"> <li>Counselor shows his/her portfolio or an example of one.</li> <li>Students are instructed to list items that they need to include in their career portfolio.                      Suggested items (not a comprehensive list):                     <ol style="list-style-type: none"> <li>Personal Plan of Study</li> <li>Personal mission statement(s)</li> <li>Evidence of skill development</li> <li>Reflection papers</li> <li>Post-secondary education training options</li> <li>and there are many more ...</li> </ol> </li> <li>Students are instructed to determine a method for collecting and organizing the information, e.g.: file box with dividers and</li> </ol>	<ol style="list-style-type: none"> <li>Students observe the components of a portfolio.</li> <li>Students will brainstorm a list of materials they need to include in their portfolio.</li> <li>Students put a copy of their Personal Plan of Study plan in the portfolio and any other information they have already</li> </ol>

<p>folders; a cardboard box, loose-leaf binders for each subject or an electronic file. Counselor instructs students to bring portfolio to be stored in a central location</p> <p>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.”</p> <p>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.</p>	<p>collected.</p> <p>4. Students begin writing their personal mission statement(s).</p> <p>5. Students will keep their portfolio in a central location (home room or counselor’s office).</p>
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**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)**

**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.

<b>UNIT DESCRIPTION: Getting a Job</b>  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.		<b>SUGGESTED UNIT TIMELINE:</b> 5 Lessons  <b>CLASS PERIOD (min.):</b> 55-70 minutes each				
<b>ESSENTIAL QUESTIONS:</b>  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.		SI.9-10.1 SI.9-10.4 SI.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

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

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 – 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 – 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 – 4 DOK Level – 4
<b>ASSESSMENT DESCRIPTIONS*:</b>						

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.

<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>				
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input type="checkbox"/> Interactive Instruction				
1 2 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				
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>				
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				
	<u><b>Direct:</b></u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching (Ls. 3) <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<u><b>Indirect:</b></u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion (Ls. 3, 4) <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u><b>Experiential:</b></u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling (Ls. 5) <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u><b>Independent Study</b></u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages (Ls. 3) <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework	<u><b>Interactive Instruction</b></u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 1) <input type="checkbox"/> Peer Partner Learning (Ls. 4) <input checked="" type="checkbox"/> Discussion (Ls. 2) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 2) <input checked="" type="checkbox"/> Cooperative Learning

				<input type="checkbox"/> Research Projects (Ls. 5) <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	(Ls. 2) <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
<p><b>UNIT RESOURCES: (include internet addresses for linking)</b></p> <p>Common Core State Standards (CCSS), accessed May 17, 2013, from <a href="http://www.corestandards.org/">http://www.corestandards.org/</a></p> <p>ASCA National Standards for Students (ASCA), accessed June 11, 2013, from <a href="http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf">http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</a></p>					